MARCH, 1957

American VOCATIONAL Journal

UNIVERSITY OF MICHIGAN
FEB 8 1957

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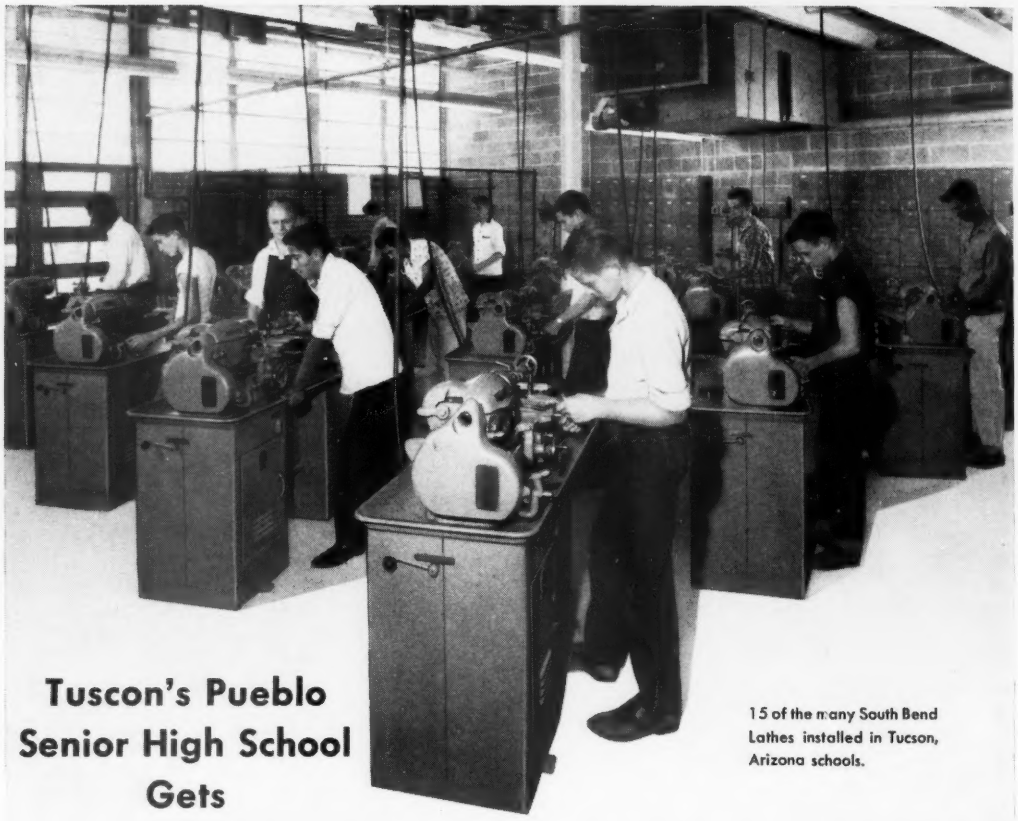

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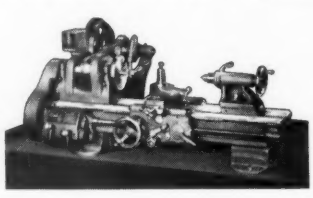

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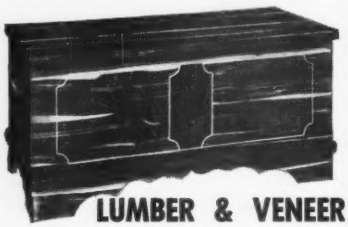

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COMMENT

I thought that the January issue of the JOURNAL was one of the best ever published. It certainly beats anything for newsworthiness. — EUGENE A. FINK, Manager, Sales Division, Delmar Publishers.

* * *

I have just reviewed the January issue of the JOURNAL and cannot resist writing you. . . . It is refreshing to find page after page of the good material that came out of the St. Louis meeting. . . . This is a JOURNAL that carries more complete coverage of the convention than any that I remember. Congratulations and good wishes — FLORENCE FALLGATTER, Head, Home Economics Education. Iowa State College, Ames.

* * *

I wish to compliment you on the very fine presentation of the February feature article on Vermont. In my work I often find it necessary to refer to our educational system and this article is fine reference material. I would like to order 20 extra copies —JAMES McDOWELL, Special Industrial Representative, State of Vermont Development Commission, Montpelier.

* * *

Congratulations to the Editorial staff on the January JOURNAL with its liberal space for pictures along with the outstanding addresses. It is good tose e how many of our leaders were included in the various groups . . . a splendid job of reporting.—CLYDE H. WILSON, Professor, Industrial Education, University of Tennessee.

* * *

I like the new style and format you are using for the JOURNAL this year. Each month it becomes more of a reading "must" for me.—HELEN R. SHULTZ, homemaking teacher, Asbury Park, N. J.

* * *

Your February JOURNAL was one of the most informative you have produced. Congratulations on producing a magazine that grows monthly in readership and professional value. You are doing an outstanding job.—GERHARD D. VANDERWERKER, Renssalaer, N. Y.

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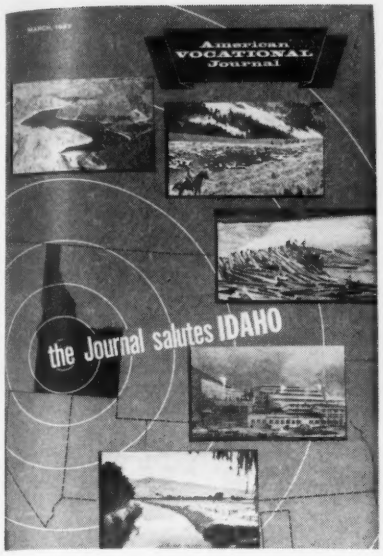

Scenes from Idaho, clockwise and starting at the top, include the Arrowrock Dam—22 miles from Boise and of 286,000 acre feet capacity. Next, a band of sheep feeding in lush meadows, high in the mountains north of Sun Valley. Third: lumberjacks breaking up a log jam on Clearwater River (one of the longest in the U.S.). Fourth: the Sullivan zinc plant. Fifth: one of the thousands of canals that carry life-giving water to millions of Idaho's fertile acres.

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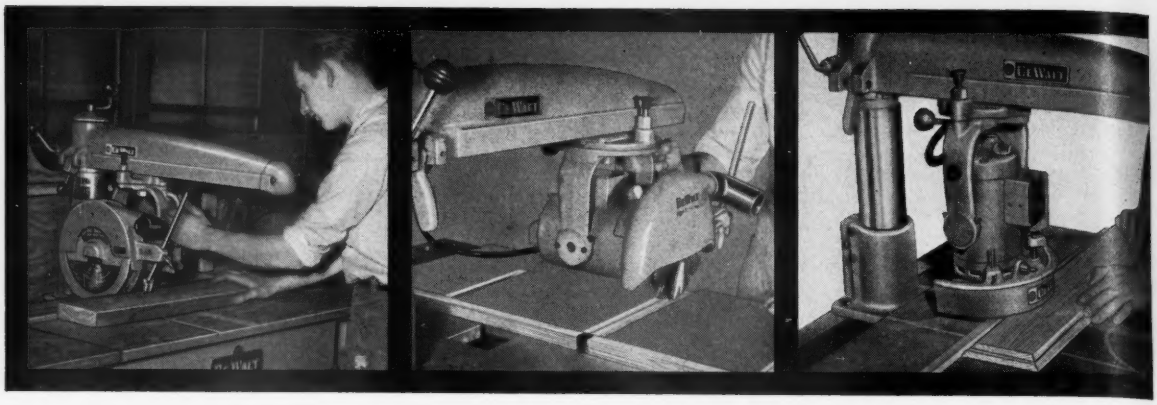

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Model	Saw	H.P.	Motor 3425 R.P.M.
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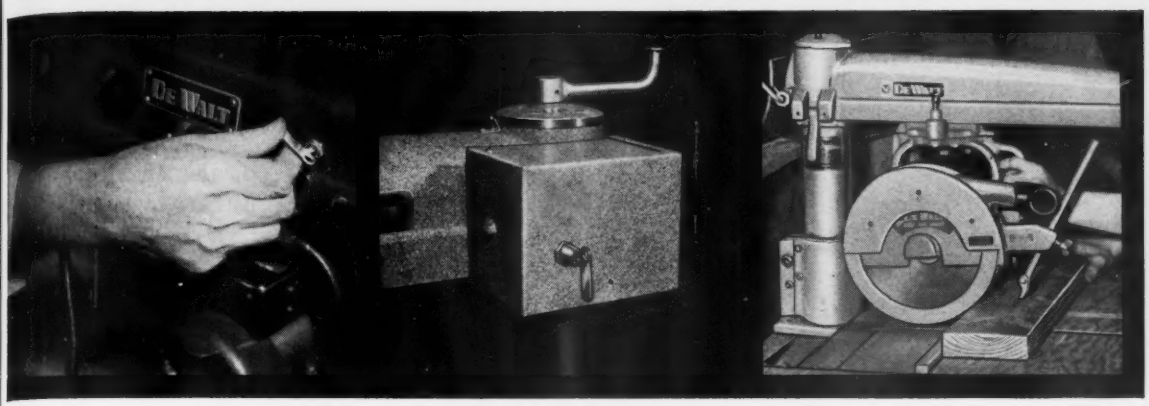

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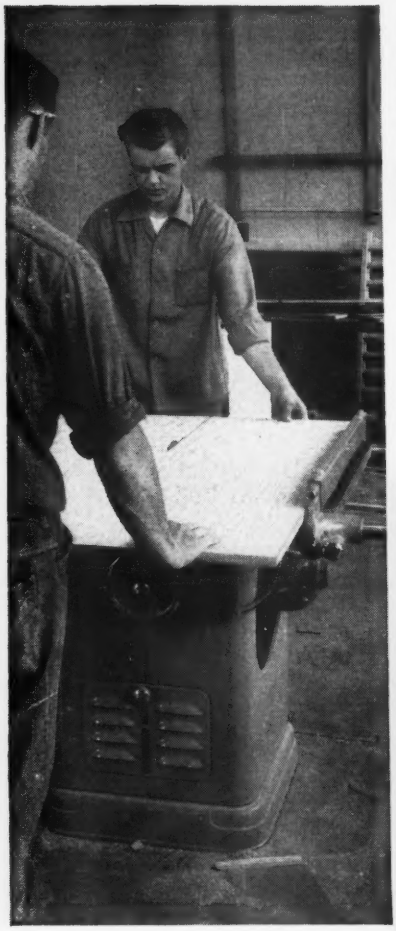

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Late News

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SENATOR LISTER HILL (D), Ala., for himself and 40 other Senators, introduced the revised Area Vocational School measure, S. 1298, in the Senate Feb. 20. See pages 9-10 for complete details. Sponsoring this measure with Senator Hill are:

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New Journal Editors

NEW MEMBERS OF THE JOURNAL Editorial Board include Margaret Scholl, Consultant, Home and Family Life Education, Texas Education Agency, who succeeds Bernice McCullar as JOURNAL Editor for Home Economics. Appointed for the traditional 3-year term, Miss Scholl—a native of Texas—has a combined educational-journalism background. She earned her BA and MS degrees (both in home economics education) at the Texas State College for Women, Denton. She has completed one year and one summer of graduate work in home economics journalism at Iowa State College, Ames.

Her experience covers seven years of teaching general elementary and secondary subjects; five years of teaching homemaking; one year of supervisory teaching; one year as a senior fellow, Technical Journalism Department, ISC; one summer as editorial assistant, Iowa State College Press, Ames; and eight years in her current post.

Miss Scholl serves as Editor of the *Future Homemaker*, publication of the Texas FHA. Her professional responsibilities include analyzing and compiling materials for publications; working with teachers and students in workshops and college groups in interpreting the homemaking program; and participating in curriculum studies, developing in-service education materials, and serving as program chairman for the state conference for teachers of adults. She is an active member of many professional organizations.

G. HAROLD SILVIUS, who replaces William R. Mason as Editor for Industrial Arts, is Professor and Chairman, Industrial Education, Wayne University, Detroit, Mich. The author of 22 published magazine articles, he has co-authored 11 texts. He also has authored or co-authored several publications published by Wayne University. His *Teaching Multiple Activities in Industrial Education* with Estell H. Curry as co-author, was published by McKnight & McKnight last fall.

With a B.S. from Stout State College, Dr. Silvius earned his M.S. at Wayne and his Ed.D. at the Pennsylvania State University. He taught in Detroit for 12 years; was named Assistant Prof. of Industrial Education at Wayne in 1945. In 1946 he became Chairman of Wayne's Industrial Education Department and Associate Professor. In 1950 he was appointed to his current post.

Listed in *Who's Who in American Education; Leaders in Education;* and *Who's Who in Industrial Arts Teacher Education,* Dr. Silvius is an active member of many professional organizations and fraternities. Last year he completed a four-year term as a member of *School Shop's* Editorial Advisory Board; from 1953-1956 he served as Vice President for the Industrial Arts Division of the AVA. Many other professional offices have claimed his leadership.

WENDELL C. ECHOLLS, Florida Assistant State Supervisor of Distributive Education, replaced William B. Logan as Editor for Distributive Education. Next month the JOURNAL will introduce Mr. Echolls to AVA members. Details of his professional career did not arrive in time for publication.

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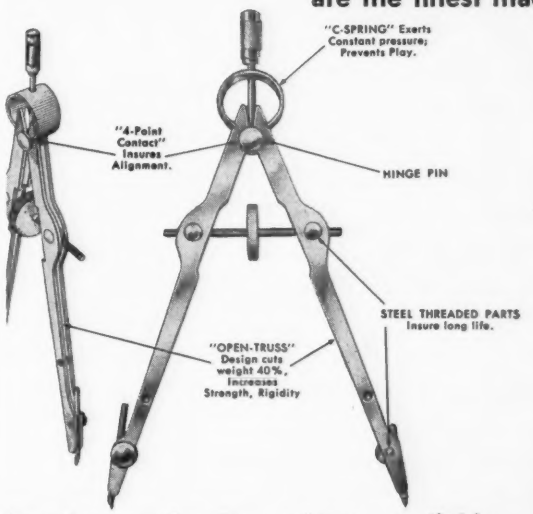
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AUTHORS

Prof. Emanuel E. Ericson, author of *Occupational Orientation through Industrial Arts* (page 24) has for four decades been prominently connected with vocational and industrial arts education. In 1919, as Supervisor of Manual and Fine Arts in Okmulgee, Okla., he became widely known for his development of a unique program of short orientation courses coordinated with reimbursed vocational education. Subsequently he served for five years, full time, as Assistant Editor of the *Industrial Education Magazine* and book editor for the Manual Arts Press, Peoria, Ill.

Since his appointment as Director, Division of Industrial Education, Santa Barbara State College, Calif., in 1925, his contributions have been mainly in the industrial arts field. The first chairman of AVA's committee for initiating the bulletin, *Standards of Attainment in Industrial Arts* (now re-named and revised and in its 11th printing), he was also the first chairman of the Industrial Arts Policy and Planning Committee. A noted author of texts, he has had more than 150 articles published in magazines. Since July 1956 he has been Professor Emeritus, University of California.

* * *

The following collaborated in producing the Idaho salute: George E. Denman, State Director of Vocational Education; Lyle Brenna, Supervisor of Business Education; Emory Howard, Supervisor, Agricultural Education; Ralph Edwards, Assistant Supervisor, Agricultural Education; Martha Graves, Supervisor, Home Economics Education; Elizabeth Ray, Teacher Educator, Home Economics, University of Idaho.

Also: Sam R. Glenn, Supervisor, Trade and Industrial Education; Louise Thunemann, Coordinator, Practical Nurse Training; William R. Swenson, Business Manager, Vocational Education, and Executive Secretary, Idaho Vocational Association; James Branvold, Instructor, Distributive Education; Trade and Industrial Publication Committee Members Jennie Dreps, John A. McDaniels, Vernon J. Beckwith, David Dowd, and J. C. Quinly; vocational education secretaries Mary Ayers, Ruth Clark, Leona Roberts, Jeanive Fogleman, Bettie Wilmoth.

The photos were furnished through courtesy of the Idaho Department of Commerce and Development; the Idaho Department of Fish and Game; the Regional Office, Bureau of Reclamation; Union Pacific Railroad; and the Idaho State Department of Vocational Education.

* * *

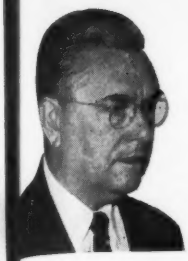
Robert Howey, whose main address to the agricultural education division at the St. Louis Convention appears on page 32 (in condensed form) served NVATA last year as president. A vo-ag teacher in Sycamore, Ill., for the past four years, Mr. Howey previously taught at Newark for 20 years. A member of Alpha Tau Alpha and Gamma Sigma Delta he earned his B.S. and M.S. at the University of Illinois; has served as a cooperating teacher there for six years.

Professional offices he has held include Vice President and President, Illinois Vocational Agricultural Teachers Association; President, Illinois Vocational Association; Vice President NVATA for three years; and, currently a member of the Board of Directors for National Farm-City Week as well as a member of the National Advisory Committee for Thor Research Center for Better Farm Living.

* * *

G. Henry Richert, author of Textile Fabric Clinics, page 28, has been on the U. S. Office of Education staff as a specialist, Business Education Division, since 1938.

A native of Chicago, Ill., he earned his B.Ed. at Illinois State Normal; his M.B.A. at Northwestern (1937). He had five years of service as office manager, Alexander Hamilton Institute in Chicago and served as Sales Manager, Zion Industries, Zion, Ill., for five years. For eight years he served as instructor, retailing and merchandising, Rockford Senior High School, Ill. He is the author of several popular texts that are used widely in the distributive education field.



Latest Word from WASHINGTON

AREA VOCATIONAL SCHOOL BILL—S.1298.

On February 20, Senator Lister Hill of Alabama, for himself and 40 prominent Senators, introduced in the United States Senate the revised Area Vocational School Measure. See Page 6 for complete list of Senators who are co-sponsors. Copies may be obtained from one of your Senators. S.1298 has been more than 12 months in preparation. Hundreds of people have participated in framing its provisions; thousands have reviewed and approved it.

It is my firm belief that this measure, when enacted into law, will mark the beginning of a new era for vocational and practical arts education. The bill provides for the operation of the program under the authority of state boards for vocational education. Under its provisions it will be possible to develop programs in all fields of vocational education to meet the peculiar needs of each of the several states and the national subdivisions.

Funds authorized by provisions of the bill may be used for any and all phases of vocational education of less than college grade. When enacted into law, it will be a tremendous boon to the development of down to earth, sound, effective vocational programs for out of school youth, adults and older people. Throughout America there has been a tremendous demand for many years for developing adequate training programs for out of school young farmers, who are attempting to become established in farming. This bill when approved will make possible the development of thousands of young farmer training programs. The same is true for young married homemakers.

Industrial arts personnel throughout the nation will be happy to know that S.1298 authorizes an appropriation of $500,000 annually for state supervision of industrial arts education. Provisions for industrial arts supervision are contained in a separate section of the bill. This is necessary because it is not classified as vocational education. Vocational educators are fully aware of the important contributions of industrial arts education to the development and maintenance of a sound, effective vocational education program and to a guidance program. S.1298 will make possible the establishment of industrial arts supervisory personnel in each of the several states. When this takes place, this important phase of education will have a representative at the policy forming level of state educational systems.

Do not let anyone lead you to believe that S.1298 is for any one or any few phases of vocational education! IT IS NOT! It is for all phases. Funds appropriated under provisions of the measure can and will be used to develop all phases of vocational education of less than college grade.

May I urge you to write one of your Senators for a copy of S.1298. Please study it carefully. It contains broad general language that is necessary in order for funds to be used effectively to meet training needs.

BRIEF ANALYSIS OF S.1298

The primary purpose of S.1298 is to assist states in the further development of vocational education in all essential occupations for youth, adults and older persons, especially in areas not now adequately served.

If enacted into law, this proposal will help our nation to win the economic war with Russia which is beginning to take form. The future of America is tied inseparably to the skills and productivity of our people.

This measure will encourage states and local communities to develop vocational programs of less than college grade in keeping with local and state needs. A recent survey shows that virtually every state is now operating one or more area vocational education programs. Federal funds would help.

The measure authorizes appropriations as follows: $5,000,000 for the first year; $7,500,000 for the second year; $10,000,000 for the third year and such amount for each fiscal year thereafter as may be necessary for carrying out the provisions of the Act. It contains provisions for minimum amounts for states with small populations. It authorizes an appropriation of $500,000 for state supervision of industrial arts education. The measure provides for allotting funds to states on a composite of the George-Barden formula. This formula has proved satisfactory for more than 20 years.

Funds appropriated under the provisions of the measure would, after the first year, be matched by state or local funds or both—75 per cent of the funds must be matched the second and third years and 100 per cent thereafter. Funds may be used for determining need, planning, developing, and operating programs in all fields of vocational education, including among other things salaries and necessary travel expenses of personnel; purchase, rental or other acquisition, and maintenance and repair of instructional equipment; and purchase of instructional supplies and teaching aids.

To Receive benefits under the measure a state board for vocational education may submit to federal authorities a separate state plan or an amendment to its present state plan. The program at the state level will be under the supervision and control of the state board for vocational education. It will be administered at the national level by the U. S. Office of Education.

As defined in S.1298—"The term 'area vocational school program' means a program of a tax-supported school operated by state or local public school authorities consisting of one or more less-than-college-grade courses of vocational training and related instruction (including related instruction for apprentices) on an organized, systematic class basis, made available to residents of the state or an area thereof designated and approved by the state board*, who either have completed junior high school or, regardless of their school credits, are at least 16 years of age and can profit by instruction offered." *Defined as state board for vocational education.

JOURNAL MANAGING EDITOR

You will note in the masthead, Page 3 a new name—Dorothy Thompson—as Managing Editor. This is not the Dorothy Thompson—famous columnist—and it is not a new Managing Editor. It is THE same brilliant writer and hard working Dorothy who has been running the Journal for several years. Only the surname has been changed—she has married.

TAX EXEMPTION LEGISLATION

On February 11, HR 4662 was introduced in the House by Rep. Cecil King, (D), California. This NEA-sponsored measure, if enacted into law, will permit teachers to deduct up to $600 per year for professional education expenses. We are sure AVA members will write for copies and support this bill.

SCHOOL CONSTRUCTION BILL

School construction bills—several have been introduced—are under consideration in the House Labor and Education Committee. Hearings started during the first week in February. There is tremendous interest in this legislation. AVA is supporting the school construction legislation as directed by the resolution approved by the AVA House of Delegates.

W. D. Mobley

Executive Secretary and Editor-in-Chief

GUEST EDITORS

ROBERT E. SMYLIE, GOVERNOR OF IDAHO

IDAHO IS SIGNALLY honored by the JOURNAL'S presentation of the story of our program of vocational education. Young in years, Idaho is endowed by nature with vast resources that a courageous, energetic and trained people will unlock. Courage and energy is inherent in the sturdy pioneers who have settled and continue to find homes and opportunities here. It remains for the state to provide the education and training.

Vocational education, with federal and state assistance, is providing the technical knowledge and skills to release the resources of this developing state.

Idaho is blessed with a spirit of cooperation among management, labor, and our educators. That spirit, reaping fabulous dividends in industrial growth and economic progress, will produce unlimited returns in human welfare. The University of Idaho and Idaho State College, together with two public junior colleges and

105 large, well organized school districts administer the total vocational program. Everywhere, the benefits are apparent.

Vocational education in Idaho is conceived and administered as part of the total education program, under one unified State Board of Education. Equal educational opportunity is wide open for all, whether it be in the academic, cultural, professional, or vocational areas — not only for youth but for adults, as well. In agriculture, homemaking, the trade and industrial field, and in busines education opportuities are provided. A generous citizenry is cognizant that the welfare and happiness of all rests upon the sound foundation of a broad and comprehensive program of public education.

Such a program must match the lofty mountains and the vast resources with which nature has so generously endowed Idaho, *the Gem in the Mountains.*

U. S. Sen. Henry Dworshak

I DESIRE TO COMMEND the officials supervising vocational education in Idaho. With more than 12,000 persons enrolled in various courses it should be possible to get maximum results from the diversified training.

Trade and industrial education is particularly appealing, and I am pleased to note that so many adults are participating.

With college training not available to many and with a shortage of technically skilled workmen in many areas vocational education assumes increasing importance in developing skills so essential to our economic progress.

About 20 years ago I served on the State Board for Vocational Training and I have always maintained an intense interest in this vitally important program.

Rep. Hamer H. Budge

VOCATIONAL EDUCATION HAS been accepted and proven in Idaho. Through this process our citizens are better prepared to build a better and more prosperous state.

Courses in agriculture, business, homemaking, trade and industrial, and practical nurse training are being taught in schools to students and adults in more than 70 locations, in day and evening classes. Some 3,800 high school boys are enrolled in vocational agriculture. Over 5,000 are enrolled in homemaking classes with 75 trained teachers serving in 62 high schools.

Significant advancement is being made with adults. More than 150 are enrolled in business education this year; 2,000 in trade and industrial education; 300 adult women in practical nurse training.

The Journal Salutes IDAHO

with a potential as giant as its potatoes!

IDAHO, A TERRITORY in 1863 and admitted to the Union in 1890, abounds in scenic and recreational wonders, farm products, and industrial potential. Its 621,000 stable people, its climate and undeveloped resources demand sound vocational education.

A giant "L" on the map, Idaho covers 83,556 square miles, the nation's twelfth largest state. Mostly mountainous, the state has room for deserts and vast, irrigated plans. Altitude varies from 738 to 12,655 feet.

Water is all but unlimited for industrial power and for the irrigation of 5,000,000 fertile acres, one-half now under cultivation. Crops include famous Idaho Russet potatoes, sugar beets, vegetable seeds, alfalfa, cereal grains, fruits, hops and 85 per cent of the nation's hybrid seed sweet corn.

Idaho's soil yields $318,000,000 in farm products and $150,000,000 in forestry products. Its industry produces $71,000,000 in minerals and precious metals; $183,000,000 in manufacturing.

In Idaho are America's most recent volcanic eruptions at the craters of the Moon National Park; the lost river which disappears into a lava bed and is thought to reappear as the "Thousand Springs" after a five-year, 150-mile journey underground. Some 2,000 lakes include Lake Pend Oreille, 1,000 feet deep, one of the nation's largest bodies of fresh water with a shore line of 150 miles and more varieties of gamefish than any lake in the U. S. Rivers and streams teem with fish, from the rainbow trout to the sturgeon, the largest fresh water fish. There is also Sun Valley, famous winter playground and Hell's Canyon with walls rising 7,900 feet up from Snake River.

Sportsmen find elk, deer, antelope, moose, mountain goats and game birds in two million primitive acres.

With room to grow, excellent transportation, a stable labor market of trained workers and low taxes, with fine educational facilities, Idaho's uncongested communities present a firm foundation for vocational education.

VOCATIONAL EDUCATION AT WORK IN A WONDERLAND

By George E. Denman
State Director

VOCATIONAL EDUCATION was established in Idaho Oct. 31, 1917, when Governor Moses Alexander accepted the provisions of the Smith-Hughes Act. Two years later, the legislature legalized that acceptance. The State Board for Vocational Education was established and a temporary director and supervisor were appointed. On June 1, 1919, a permanent director and three supervisors were appointed and institutions for teacher training designated.

Though 73 high schools taught agriculture in 1920, only five qualified under the new standards. Of 107 high schools offering home economics, only two schools qualified. Four trade courses met standards. Great effort was made to relate manual training instruction to farm mechanics and trade skills. Efforts were also made to establish practical objectives for commercial courses. One adult course in salesmanship met standards.

Ten years later 22 high schools and three adult short courses served 1,283 persons in agriculture. Courses were practical and vocational. The Future Farmers of America was formed with 1,043 members. Rehabilitation of persons disabled in industry was begun. Forty-four trade extension courses were conducted and 15 high schools qualified in home economics.

THE DECADE ending in 1940 saw a state plan for vocational education adopted, some advisory committees formed, and the beginning of a wartime training program. State funds were in short supply. The NYA vocational school was established. Twenty-two hundred boys and 675 adults were enrolled in agriculture; 1,781 adults were in trade courses; homemaking classes attracted 2,185 girls and 942 adults; and distributive education reached three high schools and 1,083 adults in 54 short courses.

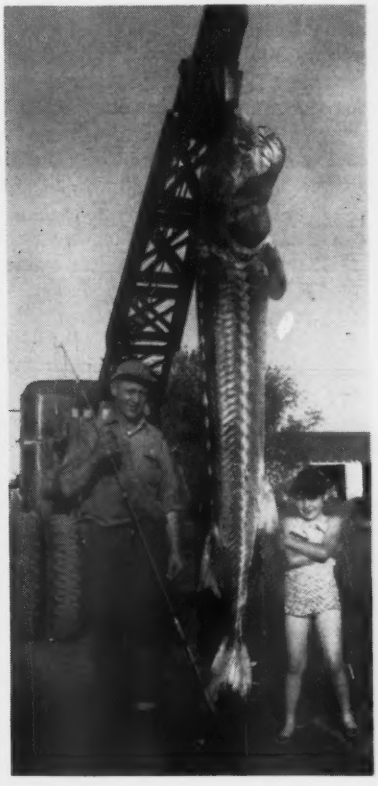
During the 1940-50 decade, with more state and federal funds available, war veteran training reached 3,025 persons. Forty-nine high schools enrolled 3,000 boys in agriculture and the FFA grew in stature and quality. Three thousand girls were in homemaking; 2,500 boys and men in trade classes; and 660 adults in distributive education short courses.

Since 1950 vocational education has had increased state and local support. Today vocational education classes enroll more than 12,000 youth and adults. There are nearly 4,000 in agriculture; 5,000 in homemaking; 200 in distributive education; 300 in practical nursing; and 3,000 in trade and industrial education. Expansion, refinement, evaluation and overall improvement characterize the present program.

Since passage of the Smith-Hughes Act, vocational education has developed a program of real service in education. It has provided trained personnel necessary for sound industrial expansion. Today, Idaho is progressing into an era of unprecedented development of abundant natural resources. Vocational education has done much and will do more to provide the trained personnel essential in that development.

Water for King Size Power . . . . . .

King Size Sturgeon



Field trips related to classroom instruction are an important part of vo-ag in Idaho.

VO-AG'S Big Job in a Big Farm State

VOCATIONAL AGRICULTURE was started in Idaho with five departments under the Smith-Hughes Act. The program developed slowly but consistently until a teacher shortage in World War II temporarily closed some departments.

In 1948, the legislature passed an act to reorganize school districts into larger units, resulting in a broader financial structure in the districts and, for the first time, enabling a number of schools to bond for vo-ag training facilities, classrooms and shops.

The legislation contributed to an expanded program that resulted in an increase of 62.5 per cent in the number of departments and 73 per cent in the number of vocational agriculture instructors in six years.

TODAY THERE ARE 66 centers and 72 instructors in the all-day program. There are 3,800 high school students plus young and adult farmers in training.

State aid has increased 345 per cent since the 1948-50 biennium. A basic and effective program has been all important in the legislatures' decisions to increase appropriations.

The state FFA has been influential in getting the program before the public.

Also, an advisory committee, representing each of the state's five areas and major farm organizations has helped evaluate the program.

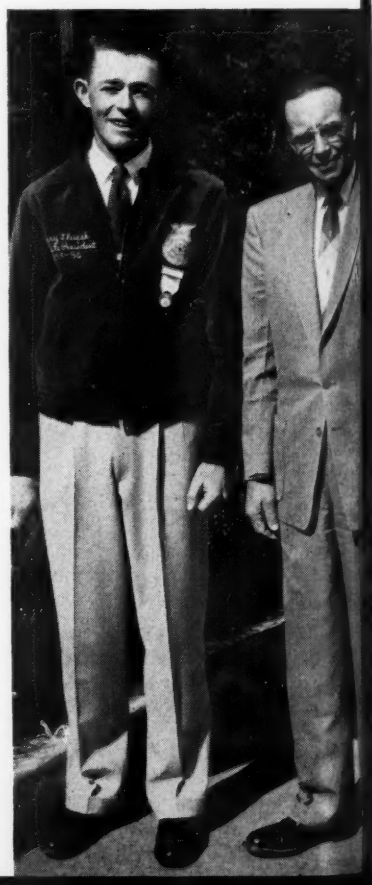
DURING WORLD WAR II many war production classes were organized. Later, a greater number of veterans were enrolled in institutional-on-farm training classes than in the all-day program. But the veterans program has terminated, and the demand for young and adult farmer classes rises.

Future emphasis may well include the post high school program, more two-teacher departments, aid to small high schools not presently teaching vocational agriculture, and gearing instruction to changing conditions.

Idaho's economy is basically agricultural. A crop failure is rare because of its water resources. There are 2,300,000 acres of irrigated farm land plus 12 million acres not irrigated.

A long summer with plenty of sunshine and controlled irrigation adapts certain areas for growing seed crops. The farms are electrified, 68 per cent have telephones. Many former students are leading farmers.

Jerry Tlucek, 1956 FFA Pres., with ney Hansen, Idaho's first FFA Pres., a leading farmer and state ser



Business Ed Starts to Boom in Idaho

THE DEPARTMENT of business education was reactivated in 1955 in Idaho when a full-time state supervisor for this field was appointed.

The need for evaluating and surveying training needs in the distributive occupations was long overdue. Though research showed distribution as the largest single field of employment in Idaho only one class offered training in the distributive occupations and no adult classes at all were available. The only training for distributive personnel was at college level—at the University of Idaho and other colleges in the state.

IN THE SUCCEEDING year four high schools adopted distributive education programs on a part time, cooperative basis and salesmanship was introduced in one high school. One junior college offers short courses in salesmanship and plans to add advanced training during the coming year. The program is catching on in other areas of the state and many communities will offer adult distributive education in the overall program soon.

The vast distances between centers do not lend themselves well to central direction. Consequently, much of the planning must be done locally. As planning by qualified coordinators is the method to be followed in the expansion of this work, emphasis is being placed on teacher-training for adult education.

Community surveys on training needs indicate both a demand for the program and recognition of its importance by businessmen. These surveys should provide a sound basis for a program, both secondary and adult, in the community.

The number of people employed, the present lack of training, the excellent cooperation of the schools and business, and the progressive spirit of Idaho citizens all point toward great expansion in this vital phase of vocational education.

Modern business, as portrayed by this block from a three-section unit in Boise, needs trained personnel for efficiency.

Educators Hail Expanding Program

CARL W. McINTOSH
President
Idaho State College

Designation of the committee created by the President last April as the President's Committee on Education Beyond the High School clearly implies that all states must be concerned with planning for vocational training at the adult level and the 13th and 14th years of school.

The increasing number of students to be served by our schools will require all levels of education to reappraise their essential mission. The most effective vocational programs of the future may well prove to be those operated "beyond the high school."

ELDORA J. MAUGHAN

There are exceptionally fine courses in family living given in our secondary schools. It would be well if these courses were required of all high school students. Through a better understanding of family problems divorce courts would be less needed; juvenile delinquency minimized.

Many young brides with inadequate training in homemaking skills have blessed vocational homemaking teachers for the instructions given in our adult short courses.

It is most gratifying to watch the development of our homemaking girls as they acquire the skills and leadership under the training and encouragement of their advisor.

Truly, Idaho's youth has developed and will continue to develop as long as we have enthusiastic enrollment in vocational education.

D. P. THEOPHILUS
President
University of Idaho

The fact that over 12,000 persons benefit from vocational education in Idaho today is concrete evidence that this major objective of public education as designed in Idaho is keyed to the needs of many.

The program is concerned with rather precise manipulative skills and related knowledge but does not overlook the development of attitudes and understandings that make for better citizenship. This combination of objectives has resulted in the vocational adjustment of a large segment of our citizenry.

(See page 40 for more about Idaho)

Homemaking For Young and Old

HOMEMAKING EDUCATION in Idaho is changing and growing to meet the needs of families. While there are a total of 61 schools conducting homemaking courses in the state, 27 schools have established programs in the last four years. Many improvements continue to be made in space and equipment in vocational and non-vocational programs in junior and senior high schools. And Idaho can look to an even brighter future in this field.

The State Steering Committee for homemaking education, with one teacher from each of the six districts, teacher educators from the University of Idaho and Idaho State College, and the state supervisory staff, help homemaking teachers carry out these goals:

- To work toward a family-centered program recognizing individual needs
- To promote better public relations within schools and community
- To learn to evaluate time, energy and activities for personal satisfactions and individual growth
- To anticipate out-of-school youth and adult needs for further training and guidance
- To integrate the Future Homemakers of America with the homemaking program.

Above, Future Homemakers in Idaho, as all FHA members do, enjoy working together in the tasks that go along with clothing projects. Learning to work cooperatively is important to this vital program.

A fine occupation for older persons comes from learning to renovate furniture — shown here as a family project in an adult homemaking session in Idaho.

Two years ago the State Steering Committee projected a long-range program of curriculum development. District meetings were held prior to the first workshop. Each homemaking teacher made a community survey and a family survey to determine needs. Each summer a group of 12 to 14 teachers work on some phase of the curriculum until a guide for the total program is complete. Thus teachers learn recent methods and develop new resource materials.

AFTER A STATE survey by the steering committee, three conferences for supervising teachers were held last year and attention was centered on this year's junior high schools.

A State Advisory Committee for ohemmaking education is of great service, especially in public relations.

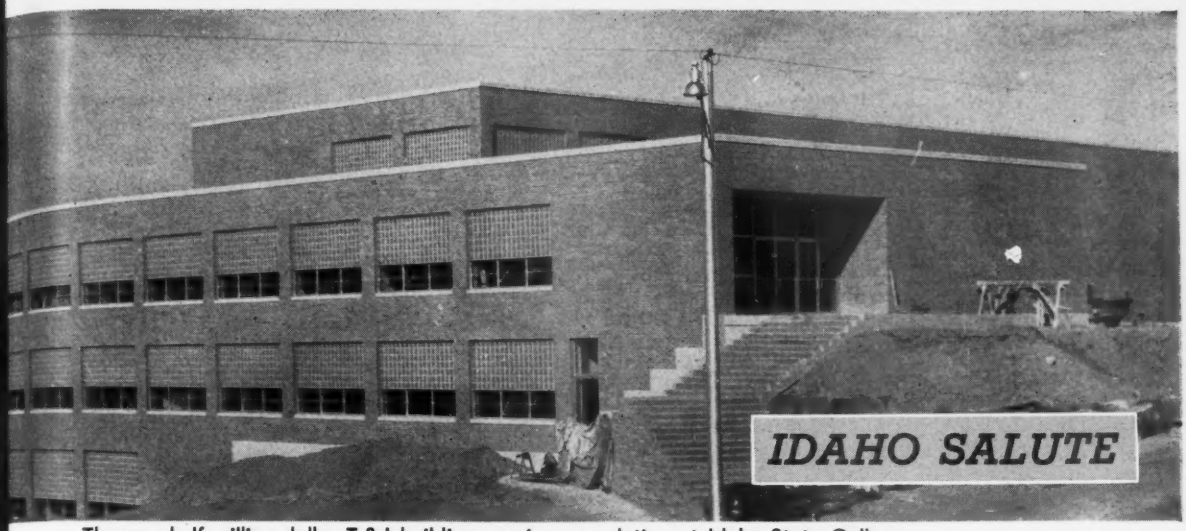
During the 1955-56 terms, 4,916 girls and 80 boys took vocational homemaking in junior and senior high schools carrying out a total of 9,371 home experiences that helped families in personal and social relations. Teachers made 4,828 home visits.

The FHA fosters successful home and family living.

Reports from 81 chapters with 3,520 members indicate great progress, with projects spanning family fun nights, family councils, and baby sitting. Future Homemakers work with adults on safety and civil defense, the state project—to keep Idaho beautiful—FHA and William Kerr Homemaking Scholarship Funds, and nutrition campaigns. They have served on follow-up committees of the White House Conference on Children and Youth.

FHA MEMBERS HELP with such activities as Families Together, National Future Homemakers Week, the World Christmas Festival, UNICEF, United Nations Day, baby sitting for parents who want to attend civic meetings, and the adoption of homemaking classes abroad.

All areas of homemaking are covered in the adult program, with organized classes as well as individual work. Parents better understand children after these sessions.



The new half million dollar T & I building nearing completion at Idaho State College.

T & I: For a State with Rich Resources

IDAHO'S TRADE and industrial education is carried on at both the high school and adult levels in some 22 school districts, two junior colleges and one state college.

Such major industries as forest products, mining, building and construction, transportation, water power and nuclear power have been instrumental in guiding the program, as has the medical profession.

State advisory committees guide the over-all program and local advisory committees assist specific activity.

All day high school trade training began in 1919 with one class at Boise. The program has since expanded to 13 centers with 26 reimbursable classes. About 10 per cent of the state's industrial enrollment are high school students.

High school trade courses include auto mechanics, carpentry, machine

(See page 40 for more about Idaho)

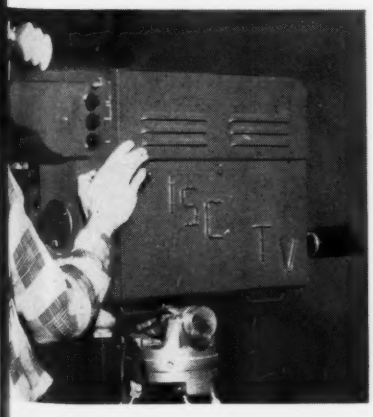
shop and printing. Students from these courses find employment in these occupations or continue trade training at one of three area trade schools.

The improvement of facilities and the growing number of shop buildings being provided by local school districts indicate strong public endorsement.

POST HIGH SCHOOL, all-day trade training is carried on at the Idaho State College School of Trade and Industrial Education, Pocatello; Boise Junior College, Boise; and the North Idaho Junior College, Coeur d'Alene. Each serves geographical areas in addition to immediate communities.

Courses are becoming more and more technical as major industries help work out technical education suited to Idaho.

The Idaho State College School of Trade and Industrial Education started in 1919 with auto mechanics, electricity and machine shop. It now operates 19 classes for some 325 students. Facilities have grown from one building to four temporary and four permanent buildings, including one to be completed early this year.



The television workshop at Idaho State College School of Trade and Indus'l Educ.

The new structure, one of the most modern in the country, will house television, radio, printing, carpentry and auto mechanic classes, as well as many evening classes.

Boise Junior College's trade training, started in 1947, has grown moderately in courses and facilities. A projected program is based upon the needs of Boise and the adjacent area.

All-day courses at Boise include auto mechanics, auto body and fender repair, carpentry, machine shop and sheet metal.

The North Idaho Junior College, in the heart of the lumber and mine districts, has adapted courses to these industries. Program expansion also will be governed by nearby needs.

INDUSTRIAL supervisory training is on the up-swing after the recession immediately following World War II. Schools conduct programs for supervisors of industries which do not train their own, and instruct industrial trainers in conference leading techniques so they may carry on training in their own companies.

This activity is hailed by Oren C. Fisher, Director of Personnel and Safety for Garrett Freight Lines, Inc., as follows:

"Through trade and industrial education we found just what we needed to carry on an invaluable supervisory training program."

WITH THE AID of vocational education, industry, and federal agencies, apprentice instruction is carried on at Boise, Idaho Falls, Lewiston, Pocatello and Twin Falls. About 75 per cent of the apprentices are in building trades; the rest are in metal trades.

Local schools, junior colleges and Idaho State College offer trade extension courses to tradesmen and industrial workers as needs arise. Enrollment increases each year — 1,593 were enrolled in 1955-56; 957 in 1953-54. Extension training for lumber workers ranks first in the number trained, with classes for newcomers in nuclear power development a close second.

A well planned program of instruction and clinical experience builds a solid, satisfying future for students training to be practical nurses.

A 12-MONTH preparatory training for practical nurses is a joint venture, with schools supplying classrooms and theoretical instruction and hospitals furnishing clinical experience. The program has expanded from one class of five in 1949 to 15 classes and 266 students in 1956.

Idaho's practical nurse graduates rank high in a national pool examination. In 1955 the national average for the exam was 528.3; Idaho's was 603.2. Today, 767 practical nurses, over one for each 1,000 persons in the state, have been trained and are helping to alleviate the state's nurse shortage.

Extension training for licensed practical nurses is carried on throughout the state.

TEACHER IMPROVEMENT is stimulated by an annual conference conducted in cooperation with the state teacher training institution — Idaho State College. Conference courses carry college credit and help fulfill certification requirements.

Post high school students at the Boise Junior College receive technical instruction in the fundamentals of sheet metal fabrication.

Cosmetology is a popular course at Idaho State College as it equips girls and women for earning a satisfactory living.

IAPPC CABINET: G. Wesley Ketcham; M. D. Mobley; Lowell A. Burkett; Verne Pickens; William R. Mason; H. H. London; William T. Kelly; George F. Henry; G. Harold Silvius.

Industrial Arts Cabinet Meets

THE CABINET OF the IAPPC of the AVA met in Washington Feb. 13, 14 and 15, to plan the programs for the industrial arts division of the AVA at Philadelphia on Aug. 5-9.

Cabinet members present were William Mason, President; H. H. London, Vice President; Verne Pickens, Secretary; G. Harold Silvius; G. Wesley Ketcham; and George F. Henry. In order to plan the Philadelphia program and tell the Philadelphia story, William T. Kelly, Assistant Director of Vocational and Secondary Industrial Arts in that city, attended and gave the committee an immense amount of help in organizing the daily programs. Interesting programs and exhibits that should attract the industrial arts teacher, the supervisor of industrial arts, the teacher educator and the administrator were arranged.

On the agenda for discussion were items of national significance to industrial arts education. Perhaps the most far reaching in implication for the industrial arts was an analysis of the area vocational school measure presented by Dr. M. D. Mobley, AVA Executive Secretary. This Senate bill, besides making provision for the establishment of area vocational schools, also carries provisions for an appropriation of $500,000 for state supervision of industrial arts education. An important subsection makes it mandatory that a state plan for industrial education must be filed by each state accepting the Act with the U. S. Commissioner of Education before such state may qualify for financial aid for its supervisory program. The cabinet went on record as favoring the bill. Dr. Mobley named several senators who favor the bill.

The problem of disseminating contents of programs such as the session on evaluation given at the St. Louis AVA convention was not an easy one to solve. Dr. Silvius, JOURNAL Editor for Industrial Arts, suggested that all program chairmen and recorders submit their notes on each program to him for editing and possible inclusion as an article in the JOURNAL. By this medium it was hoped each member of the AVA could obtain summaries of programs.

Scholarships for industrial arts students at teacher education institutions drew the attention of the cabinet. Dr. Robert Worthington, Minnesota State Supervisor of Industrial Arts, was appointed to chair a committee, composed of Dr. Kermit Seefeld, Dewey Barich and Robert Hammond, to study and suggest plans for contacting some industries and foundations to see if support could be obtained for scholarships to potential industrial arts teachers.

Student memberships in the AVA met with much favor of the cabinet. Dr. London urged that officials of the various teacher education institutions do everything possible to get students to join the AVA and attend the conventions.

Industrial arts clubs in secondary schools also interested the cabinet. Harry Thomas of Louisiana was asked to tell the industrial arts division at its Philadelphia meeting about the industrial arts clubs in Louisiana.

Dr. Marshall Schmitt, Specialist in Industrial Arts, U. S. Office of Education, and ex-officio member of IAPPC, was invited to meet with the cabinet. Dr. Schmitt discussed with the group some research projects in industrial arts education that are being implemented by his office and suggested means by which projects could be suggested to his office for study. His office, to be effective, needs the whole hearted support of all interested in the growth of industrial arts education.

Lowell Burkett, AVA Assistant Executive Secretary, assisted the cabinet as consultant and coordinator, and suggested means for improving student memberships and increasing total membership.

The Evaluative Criteria included in Section D-9 of Evaluative Criteria, 1950 edition, Cooperative Study of Secondary School Standards, were reviewed by the Cabinet and several suggestions were made for revision and inclusion. Mr. Ketcham will prepare a draft for final approval.

See the Liberty Bell August 5-9!

On to *PHILADELPHIA--*

PLANS FOR DIVISIONAL meetings and a few of the special events scheduled for the Philadelphia AVA Convention, August 5-9, are reported here.

THE AGRICULTURAL education program is planned to emphasize changing conditions in the agricultural industry and rural living, with resulting implications. In the keynote speech Dr. Herrell DeGraff of Cornell University, a nationally known agricultural economist, will discuss *What Is Happening in Agriculture?* This will be followed by discussion among a group of agricultural education leaders being organized by Warren G. Weiler, Ohio State Supervisor. Other sessions following the same theme are also planned for the combined agricultural groups to include the teachers of vocational agriculture in attendance at the convention.

Dr. H. M. Hamlin, Chairman, Department of Agricultural Education, University of Illinois, will bring a team to report on a study of *The Future for Vocational Agriculture*, organized in cooperation with the National School Board Directors Association.

Dr. T. J. Horne, Head, Department of Agricultural Education, Virginia Polytechnic Institute, is planning the session on research. This program will present the findings of important recent research and offer an opportunity for wide discussion.

Pleasurable occasions at which the agricultural groups are guests of the International Harvester Company and the A & P Food Stores are being arranged to fit into the program at the most convenient times and places. Also to support the belief that "every cloud has a silver lining" and because the anticipated large attendance for the summer meeting precludes the usual tour of the countryside by bus—the Sears-Roebuck host, A. L. Jones, is arranging a spectacular innovation, a ride on a beautiful Wilson Line boat down the Delaware River and out into Chesapeake Bay by the light of the August moon, 8:00 P.M. to midnight, Tuesday, Aug. 6.

In addition to the breakfast meetings that are traditional for the supervisors and teacher-trainers groups, a separate discussion session is scheduled for each of these groups in the latter part of the week but before the final business meeting that will conclude the program Thursday.

THE BUSINESS education division's interesting and informative meetings have been planned by Arthur L. Walker, Virginia State Supervisor of Business Education, and William Selden, Business Education Consultant, Pennsylvania State Department of Public Instruction, with the advice of the AVA's Business Education Policy and Planning Committee.

On Monday, August 5, there will be an all-day meeting of the Business Education Policy and Planning Committee. Mr. Walker, who is also AVA Vice President for Business Education, will preside. Matters such as developing evaluative criteria and the business education membership in the AVA will be discussed.

A meeting of the National Association of Supervisors of Business Education is set for 10:00 A.M., Tuesday, Aug. 6. The President of NASBE will preside at this meeting. At 2:00 P.M. the entire business education division will meet. Mr. Walker will be in charge.

From 9:30 A.M. to 10:00 A.M. Wednesday, the business education division will visit exhibits. Starting at 10:00 A.M. and running until 4.00 P.M., with time out for lunch, there will be a symposium on *Functional Building and Equipment for Business Education*. During this meeting, four speakers will discuss building and equipment for bookkeeping, office practice and typewriting rooms.

A summary of remarks by one of the business education representatives on the AVA-American Institute of Architects Joint Committee will follow. According to present plans an architect will serve as a consultant.

The final meeting of the business education division will be held 2:00 P.M. on Thursday. At this time a panel will deliberate on *The Psychological Approach in Teaching the Skill Subjects*. Here vocational business subjects such as bookkeeping, shorthand, and typewriting will be discussed by some of the leading business educators in the United States.

THE BEST MEANS that at the Philadelphia Convention the distributive education program will be big—educational — social — and terrific. Yes, the biggest meeting ever to be held is anticipated. Teacher-coordinators from South Dakota, Florida, Massachusetts and many other states have already promised they'll be there. Such enthusiastic responses guarantee that the '57 meeting will be bigger and better.

Educational? Yes, indeed! On Monday, Aug. 5th, meetings will begin and scheduled activities will continue through Thursday afternoon. First, a full morning will be given over to what's going on in DE throughout our nation.

Distributive Education Clubs of America—what they are; their future; how they function; their objectives—all this will be explained by DECA leaders.

Next, you'll be pleased to know that a joint session with the guidance division of AVA is scheduled. National leaders will serve on the panel, and

Contemplate the handsome skyline of Brotherly Love.

— — AND INTO ITS HUGE CONVENTION HALL

the attendance will participate. We can look ahead together.

Because excellent work is being done by teacher-coordinators in their relationships with faculties, parents, press and merchants, a good round-table discussion will be devoted to these activities. It will provide ideas for strengthening local programs.

. . . and visit Independence Hall.

A session whereby teacher-coordinators will be given an opportunity to tell and demonstrate the various methods of successful classroom instruction will be another feature.

An afternoon will be given to training specialists from business who will explain how they carry on their instruction, the devices they use, and how they get their employees to apply techniques and knowledges acquired.

Social? Of course, there will be fun. Two evening events are scheduled for distributive educators and the Ship's program will provide a third evening's entertainment. On Monday evening, an informal get-together, buffet supper will be held. The entire DE attendance will be invited.

Terrific? To quote the supervisor from our host state, "Yes, it will be terrific."

The entire program, *designed for* teacher-coordinators, will be *conducted by* teacher-coordinators. See you in Philadelphia!

THE GUIDANCE division will have a joint meeting with the distributive education division from 2:00 to 4:00 Aug. 6. This meeting will stress common problems.

A panel of two persons from business and one each from guidance and distributive education will set the stage and present the problem in not more than 20 minutes after which there will be a discussion by a number of resource persons for not more than 30 minutes, followed by audience participation. This latter part of the program will be featured by some local personage equipped with a roving mike. Questions will be solicited from the audience and directed to a panel member or one of the resource persons. The last ten minutes will be assigned to a summarizer who will attempt to bring into focus the various ideas, problems and solutions.

THE INDUSTRIAL ARTS division program will provide a number of challenging opportunities for teachers and supervisors to join with others from all over the United States, Canada and the territories in exchanging experiences and working out solutions to common problems. The program, as it has been planned, arranges for leaders of various industries to sit down in small groups with teachers and teacher educators in buzz sessions. These sessions will afford the opportunity for the sharing of needs and problems that teachers, teacher educators and industrial leaders face. This is an unusual chance for all of us to find a common ground and reach an accord.

The problems concerning slow and fast learners and how to better individualize the program to meet their needs, is facing more teachers every term. An important meeting will be devoted to sharing experiences in this area. The joint meetings of the T & I and the industrial arts divisions provide a chance for the teacher to regain his split-personality. Those who, by circumstances, share in responsibilities for T & I and industrial arts teaching, will welcome the opportunity to participate in this meeting. Teacher educators have planned meetings that deal with problems all teachers face whether they are prospective, new, or old-timers. All persons with a real interest in industrial arts—teachers, supervisors or teacher educators—will be stimulated by the planned discussions in this area.

PROGRAMS SET FOR AVA's FIRST SUMMER CONVENTION

Among the highlights of any convention are the demonstrations provided in various areas. This convention will be no exception. The use of new materials and processes should prove to be inspirational.

Wednesday and Thursday afternoons, 2:00 to 4:00, will be devoted to workshops for guidance personnel. A brief presentation will be made after which the group will enter into workshops for discussion of three problems, namely: selections, dropouts, and social status. Each workshop group will have a chairman, a recorder and several resource persons. The resource persons will be drawn from the various vocational divisions with the idea that each person, whatever division he may represent, will acquire a better understanding of the problems the counselors face and the counselors a better understanding of problems faced by vocational people.

The third phase of the program will consist of a summary of the discussions by the workshop groups.

The theme of this meeting, stated simply, is improved communication.

MEETINGS FOR THE home economics division will emphasize two very timely topics. The first session will feature an outstanding speaker on certain thinking who will present a challenging discussion on the broader aspects of the concept of creativity; how the individual can develop greater creativity and how one can help others develop creativity. Also to be presented are some ways to develop creative powers of thinking independently or in an organized group; some formulated processes to carry the development of creative ideas from the beginning of stimulated thinking to a productive conclusion; and some of the factors that determine creativity.

While home economists have always been vitally concerned with the development of creativity, they, along with many other groups, are currently giving increased attention to understanding the creative process. This first session will be Tuesday, 8 PM.

The results of the evaluation of the 1956 meeting and the many suggestions of participants indicated that part of the 1957 meeting should continue emphasis on action research. Two sessions will be devoted to this topic. An opportunity will be provided for delegates to gain first-hand experience with several of the methods and procedures that are helpful in gaining a better understanding of the action research process. These two sessions will be held Wednesday: 8:30-10:00 AM and 2:00-4:00 PM.

The business meeting of the home economics division will be held on Thursday morning, 8:30-10:00 AM.

PROGRAM CHAIRMEN, SPECIAL MEETINGS

Tom G. Bell, Supervisor of Industrial Education, Shelby County Schools, Whitehaven, Tenn., *National Council of Local Administrators of Vocational Education and Practical Arts.*

Allen H. Wetter, Philadelphia, Pa., Superintendent of Schools, *General School Administrators.*

Milton O. Pearce, Philadelphia, Pa., Associate Superintendent of Schools, *Educational Television.*

Emma L. Bolzau, Board of Public Education, Philadelphia, *Academic Teachers in Vocational Ed.*

Norman D. George, President, Pennsylvania School Directors Association, *State and Local Board Members.*

The National Association of Vocational Homemaking Teachers, The National Association of Teacher Educators of Home Economics and the National Association of State Supervisors of Home Economics will meet Tuesday. The program for each association meeting is being planned under the direction of the respective chairmen and will feature topics of interest. Chairmen are: Edith Everitt, Stoneboro High School, Stoneboro, Pa., Chairman, National Association of Vocational Homemaking Teachers; Dr. Margaret Barkley, State University Teachers' College, Buffalo, N. Y., Chairman, National Association of Teacher Educators; Ruth Wallace, State Department of Education, Jackson, Miss., Chairman, National Association of State Supervisors.

Thursday afternoon has been set aside for visits to exhibits.

An informal social occasion will help members become acquainted.

Members of the Program Committee are: Doris Conklin, County Adviser, West Chester, Pa.; Virginia Gilliam, Supervisor, Norfolk, Va.; Alberta D. Hill, Teacher Educator, University of Conn., Storrs; Myrna Lapidus, Assistant State Supervisor, Albany, N. Y.; Inez Wallace, Georgia State Supervisor, Atlanta; and Evelyn F. Miller, Maryland State Supervisor, Baltimore, Chairman.

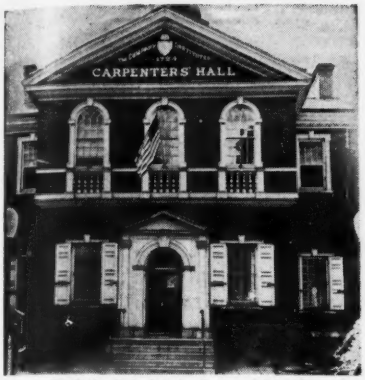
AVA's TRADE and industrial education division will welcome trade shop, related subjects, evening, apprentice and academic teachers of T & I programs, large and small, to all 1957 AVA convention meetings.

Employer, employee and manufacturing groups interested in the T & I programs have joined hands to assist and help make the Philadelphia sessions informative and helpful.

It is hoped this year's offerings will uphold the tradition of past T & I divisional programs. A larger program that will have some special feature of interest for each delegate is being planned. Emphasis will be on teacher problems, with as much time for discussion as possible.

Opening Sunday night, meetings are scheduled through Tuesday for state supervisors, teacher educators, local administrators, and the American Technical Education Association. Program chairmen who are planning these sessions include Nelson J. Murbach, New York State Department of Education; Dr. H. H. London, University of Missouri; Tom G. Bell, Shelby County Schools, Whitehaven, Tenn.; and Burr D. Coe, Middlesex County Vocational and Technical School, New Brunswick, N. J. Several joint meetings for these groups, as well as separate meetings, will be scheduled. Everyone interested may attend.

On Tuesday night two joint meetings will be offered. One is for the T & I and industrial arts divisions—to be chaired jointly by Paul F. Wilmeth of Salem, Ore., and Kenneth J. Herbert, Supervisor, Trade and Industrial Arts Education, Barberton, O. The other, with Dr. John M. Brophy, Cornell University, and Thomas P. Roth, E. I. duPont deNemours & Co., Wilmington, Del., who is President, Training Directors Society of Philadelphia, will discuss new areas



One of Philadelphia's famed landmarks.

of training and cooperative relationships in industrial training.

Wednesday morning will feature at least eight general types of meetings, one or more of which all teachers, coordinators, supervisors and teacher trainers engaged in T & I will find of interest. Such important facets of the program as teaching aids, closed circuit TV, instructional materials, recruiting and entrance testing, safety, apprentice training, supervisory development training, and the academic program will be covered. Program chairmen include W. M. Hicks, Atlanta, Georgia; H. E. Barg, Milwaukee, Wisc.; C. E. Highlen, Purdue University; Harold M. Ostrem, St. Paul, Minn.; J. E. TePoorten, Madison, Wisc.; Dr. Joseph T. Nerden, Conn.; and Fred W. Eberle, West Va.

Visits to commercial exhibits are also scheduled for Wednesday.

Meetings for 12 instructional areas will function concurrently Thursday morning.

Topics and chairmen are: auto mechanics, Randolph Barr, Philadelphia; construction trades, Philip Haney, Newark, N. J.; industrial laboratory technicians, George M. Schaffer, Morrisville, Pa.; industrial cooperative training, Lloyd J. Lowe, Blue Rock, Ill.; electronics, radio and TV, Joseph E. Clishman, San Francisco; metal trades, Murray D. Thornburg, N. C.; related technical instruction, H. F. Hays, Baton Rouge.

Four programs are being developed by the women's section under the direction of Helen Evans, Director of Vocational Education for Girls, Chicago. They include food trades, needle trades, practical nursing, and cosmetology.

The graphic arts meeting will be announced later.

Thursday afternoon a general T & I meeting will convene with Dr. Robert Reese, University of Ohio (and former AVA Vice President for Trade and Industrial Education) as Chairman. Topics of importance will be discussed. The current AVA Vice President for T & I, Samuel L. Fick, will present his report and Wm. G. Loomis, Chairman, T & I Policy and Planning Committee, will discuss the activities of this group. This program is a "must" for T & I delegates.

DIVISIONAL PROGRAM CHAIRMEN '57 CONVENTION

Agricultural Education
H. C. Fetterolf, Pennsylvania State Chief, Agricultural Educ., and Henry S. Brunner, Head, Dept. of Agricultural Educ., Pennsylvania State University, Co-Chairmen

Business Education
William Selden, Pennsylvania State Chief, Business Education

Distributive Education
James Dorsey, Connecticut State Consultant, Distributive Education

Guidance
Harvey Heintzleman, Pennsylvania State Chief, Occupational Information and Guidance

Home Economics
Evelyn F. Miller, Maryland State Supervisor of Home Economics

Industrial Arts
William T. Kelly, Philadelphia, Pa., Director of Industrial Arts

Trade and Industrial
Warren A. Seeley, Tennessee State Supervisor, Trade and Industrial Education

THE NATIONAL COUNCIL of Local Adminisrators of Vocational Education and Practical Arts will begin meetings Sunday evening. The first will be a general type, with a round table discussion on current problems and events as they relate to the local administrator, and activities of the Association in promoting vocational and practical arts education. All members are invited to attend the business session with the Executive Council that follows.

On Monday a joint meeting with the National Association of State Supervisors of Trade and Industrial Education and the American Technical Education Association will convene. The theme *Trends and Patterns in the Extension of Vocational and Technical Education Beyond the High School* will be handled by three outstanding speakers who will present the subject from the standpoint of state-operated, city operated and county operated programs.

Washington's headquarters, Valley Forge.

A general meeting Monday afternoon will feature as main speaker U. S. Commissioner of Education Dr. Lawrence G. Derthick.

Another joint meeting, with the National Association of State Supervisors of T & I and the National Association of Industrial Teacher Educators is scheduled for Tuesday. Tentative topic is *Functions of the State Supervisor, the Local Administrator and the Teacher Educator in the Operation of a Program of Vocational and Technical Education.*

A luncheon meeting Tuesday noon will be followed by a business session and a called meeting of the Executive Council and newly elected officers.

Tom G. Bell, Vice President and Program Chairman says: "All indications are for some fine meetings and we hope for record attendance."

ACADEMIC TEACHERS will have two sessions August 7 at 8:15 A.M. and 2:00 P.M. Dr. Charles M. Cooper, Director of Engineering Research, E. I. Dupont de Nemours, will talk about a different approach to the academic program in vocational schools at the morning meeting. Five interrogators with practical experience in the field will respond to his address.

In the afternoon current trends in academic teaching in vocational schools will have attention. Dr. Ralph C. Wenrich, Professor of Education, University of Michigan, will speak and four academic teachers will lead a follow-up discussion.

OCCUPATIONAL ORIENTATION

Through Industrial Arts

By Emanuel E. Ericson

OCCUPATIONAL EXPERIENCE HAS been one of the major objectives in non-vocational shopwork in the United States since the introduction of manual training after the Russian exhibit in Philadelphia, 1876, and the influence of Swedish Sloyd a few years later. The emphasis upon this aim and the interpretation of it have varied from time to time. A study of available reports and philosophical statements covering more than three quarters of a century will show the constant desire to help youth find a suitable occupation. This concern is evident in expressions of aims, in organization of programs, and in teaching procedures.

While it is true that neither the Russian system nor Sloyd made specific reference to learning about occupations through exploration, this service to youth as a feature of the work was envisioned in the United States even before the two systems had made any extensive impact upon American education. Probably the earliest clear-cut statement indicating the recognition of this aim in shopwork was made in a report from a committee consisting of self-appointed citizens interested in the possibilities of the then controversial use of tool instruction in public schools. As reported by Bennett, this committee made a presentation at the annual meeting of the American Social Science Association in Boston, January 10, 1877 under the heading *Report on a Developing School and School Shops.*[1] The following paragraphs from the report of this committee, whose chairman was "an inventor and practical mechanic" will show a remarkable and rather prophetic vision of what was to come:

> *Imagine if you please, one very large room, with a steam engine and a boiler in the middle of it; so that all pupils who have any taste for management of steam, or steam engines, could examine every point, and readily understand all about it. Then we would have a carpenter's bench, with a variety of tools, to show how that work was done; then perhaps turning lathes, to show how the wood-turning business was performed; then, with the aid of blackboards and carving tools, it might be seen how drawing and carving is done, by those that have any inclination for that business. We should also have planing machines, lathes, upright drills, jig saws, etc., to represent the machinists' business. Foundry work should be shown by having the usual fixtures for sand, and two and three part flasks for molding, etc., the casting could be done in soft metals, as lead, zink or tin, which could be re-used; as the whole art of foundry work consists in the different manner of molding and almost all other trades or methods of doing work could be pretty well represented in the same room.*
>
> *As soon as it should be ascertained what business the pupil is best fitted for by nature, he would be recommended to the school shop where that trade would be taught, and be more thoroughly instructed in two years and become a better mechanic, than in six or seven years under the old system of learning a trade.*

This statement will be recognized as carrying the germ for later and continued emphasis of trade finding or pre-vocational education. The latter of these became popular with the crest of the increased emphasis for industrial vocational education that came with the passing of the Smith-Hughes Law in 1917. In the decade that followed there were many shop teachers and supervisors who felt and stated that the trade finding and pre-vocational objective was the principal one and perhaps the only legitimate one for industrial arts in secondary schools. Even in the junior high school much emphasis was placed upon enabling the student to select one mechanical trade in which he would then take vocational training while in high school.

THE EMPHASIS on this approach fostered a number of characteristics of the non-vocational shop program, among which the following were the most pronounced:

- Emphasis upon unit shops, with the thought that real atmosphere of the trade represented should be maintained. This is not meant to imply that unit shops were not justified for other reasons, but during the period here referred to the trade emphasis was the important one.
- Equipment that would parallel industry. The argument was common that students would not know whether they liked a trade unless they could try out under actual working conditions. This was the era then for machine-shop equipment in junior high schools with tenoners and belt sanders for eighth and ninth grades.
- Emphasis upon trade experience for teachers even to the point of preferring men directly from the trade for teaching assignments in junior high schools. Those advocating this preference argued that a teacher could not interpret a trade to students unless he himself had been a master workman in that trade.
- Emphasis upon a repetition of tool operations involved in the trade to develop a degree of skill. The guiding concept was that students could not get a true picture of the demands of the trade unless they mastered some of the requirements of that trade.
- Techniques and procedures borrowed from the trade. Trade practices were then stressed so that ef-

[1] Bennett, Chas. A., *History of Manual and Industrial Education 1870-1917*, Chas. A. Bennett Co., Peoria, Ill., p. 407.

fort would not be wasted when the student entered the trade.

• Projects were selected to give practice in basic tool skills rather than to appeal to student interest. Articles were made that would cover predetermined tool operations of the type found in the trade and which would represent a degree of required skill in those operations.

Now, these statements are not intended as evidence that these practices were ineffective for the purposes for which they were used—to assist students in selecting a suitable trade or mechanical occupation;—that is for those who already had an inclination toward that field of work. They were highly effective with students who were recruited with reference to aptitude and interest for the mechanical trades; and as a matter of fact, a considerable degree of selection of students was present so long as shop work was mainly elective.

With the passing of time, however, three factors were gradually woven into the picture that affected the manner and methods of occupational exploration in the industrial arts. These factors were broader interpretation of goals and objectives of the shop program as Industrial Arts; the subject becoming compulsory, in practically all schools and school systems; and the change in the nature and basic requirements of occupations and occupational environment into which students entered.

Aims and goals for manipulative work in schools have been stated and restated long before the beginning of this century. Solomon, the originator of Swedish Sloyd, based his new system upon the concept of general education; this was detailed in his book entitled *The Theory of Educational Sloyd,* published in 1896. Calvin Woodward, founder of the St. Louis Manual Training School in 1880, and America's pioneer of manual training, defended the subject as it contributed to general education, as did many others including John Dewey, at the turn of the present century, while at the University of Chicago. The list of objectives or goals presently held in esteem by the profession has been accepted generally and given lip service for 30 or more years. Even with this emphasis on general education, the tendency to classify industrial arts as a special subject has remained strong. Within the past two decades much has been done, however, to solidify the place and function of industrial arts in the program with gratifying results. This does not mean that occupational exploration has been eliminated from the objectives but rather that it assumes a new perspective in the sum total of recognized goals.

TIME WAS WHEN enrollments in high schools were insignificant and from that enrollment industrial arts was taken by only those who selected it as an elective. The profession argued, however, that the subject field should be compulsory and that contention was accepted. In many American schools, "all the children of all the people" now come both to the secondary schools and to industrial arts, particularly in junior high schools, with relatively few who attend shop classes later entering vocational classes to become skilled mechanics. Does this mean that the occupational guidance aim should be eliminated? Or is it an indication that it should be redefined and reinterpreted?

The rapid changes in the nature and requirements of occupations tend to escape industrial arts teachers. Some still act as if every person who gets a job in industry will be required to do fine hand work with tools. Too many teachers who were employed in industry years ago still think of the jobs they had as being identical to those in today's industries and so interpret them to the students. Meanwhile phenomenal changes have taken place. These changes call for reorganization in methods of offering occupational information and guidance. The wise teacher becomes informed and then readjusts his teaching accordingly.

At this point a query might logically be made regarding some definite concepts of a program where industrial arts is accepted as it contributes to general education and at the same time there is due service and proper assistance for students regarding their concern for future occupational guidance. The emphases listed here might be considered.

Emphasis upon occupational orientation rather than on a pin-pointed occupational choice. Understanding industry, its methods and organization, and its effect upon American life, has become an accepted expression undergirding our industrial arts program. With nearly all boys of secondary school age in our program we know that most of them will go into occupations not requiring a high degree of tool skills. This fact should call for increased emphasis in the industrial arts program upon such factors as general orientation to occupational life, understanding of the individual's responsibilities as a worker and as a citizen, understanding of the impact of the industrial and technological age upon American life, elements of occupational success, and other specific success qualities on the part of the worker. At this point the concept of "Life Adjustment Education" which has been developed under the leadership of the U. S. Office of Education for the past ten years will be helpful. Anyone interested may obtain literature from that office that will have direct bearing on this phase of our discussion.

Emphasis upon occupational areas rather than upon individual trades or jobs. Occupations have become so numerous, and so minutely divided that it is not possible or profitable to attempt to make a study of them in detail within the time available in the industrial-arts program, although individual students who become interested may, of course, do so. Larger occupational areas such as the electrical industry, the building trades, automobile manufacturing, can presumably be more profitably investigated, since within any one of these areas are jobs and occupations of a great variety which would be of interest to all members of a class.

Emphasis upon the great variety of jobs and occupations in any occupational area. This would mean becoming conscious of management, engineering personnel, advertising, hiring workers, selling the product, and other aspects. One value of this approach is that students may develop a reaction to the specific industry which may be valuable in the eventual picture of occupational choice outside of mechanical and operational jobs.

THE TOTAL PROGRAM CONTRIBUTES TO OCCUPATIONAL SUCCESS

A realization that the total program of industrial arts may be thought of as contributing to occupational orientation and occupational success. In a real sense every phase of activity in the industrial arts program should, and probably does, make a contribution to occupational orientation and future occupational choice. This contribution will, of course, be strengthened if the teacher is conscious of opportunities for application of situations that arise in the daily routine of his teaching, as well as those that may be furnished through special projects and class organization.

In summary and for the purpose of setting forth distinguishing characteristics in an industrial arts program where occupational orientation may be fully recognized without thereby diminishing the emphasis of other accepted objectives, these characteristics are listed:

Manipulative work used as a means rather than end. This characteristic can probably be accepted for any modern industrial-arts shop if analytically applied. The implication of it should not be that standards of workmanship should be discarded or that careful work habits should not be insisted upon. It simply means that under present industrial practices, and in the preparation of youth for working and living in our industrial society the need of a high degree of skill is often overshadowed by other qualifications and requirements, and this appears to be true when we are considering occupational orientation as well as for the other commonly accepted goals for industrial arts.

Understanding of industry is stressed. Here again it becomes obvious that understanding of industry, its organization, the relationship between worker and management, the requirements and qualifications of its workers, and many other aspects pertaining to industry are matters of interest and concern for students who may have a leaning toward skillful employment as well as for those who are not so inclined.

Some experience in group or mass production. It should be obvious that understanding of industry is best attained by some first-hand contact with its activities. If such contact can involve personal participation so much the better. For this reason actual employment is undoubtedly the best type of occupational orientation and enlightenment. But this method is, of course, impossible and also impractical until the individual has been able to crystallize his interest to some extent. As a partial substitute for actual employment it is both possible and desirable that some type of group or mass production scheme be carried out by students. Such projects have been used in a limited way by more advanced classes, manufacturing duplicate pieces of furniture or other articles usually for the school. Such projects have been worked with equal success in manufacturing toys or other small articles in junior high school classes.

Audio-Visual services are used. Here is a broad and significant source for supplementing and enriching the activities in industrial arts. Much audio-visual teaching is, of course, done in the very nature of routine teaching in industrial arts. But in general, teachers fall way short of taking advantage of auxiliary visual material both for clarifying the instruction and for developing understanding of industry, its demand on workers and its services to society. Motion pictures and film strips are probably the most valuable. The radio can make selected contributions and television promises many possibilities. Motion pictures, well selected, can augment class teaching to a great degree. The effectiveness of movies and film strips will be greatly enhanced if they are previewed by the instructor and preliminary points and expected values identified. Assigned written reports and oral reviews will produce more lasting benefits.

Industrial visits will be involved. Visits to industries will furnish insights that projected films can not do. This applies both to the emphasis of occupational orientation and the general absorption of knowledge of the industrial world. Pictures can't produce the smell of the factory whether it be obnoxious or sweet. Often visuals don't give answers to questions or let you handle the goods, nor give a true impression of the atmosphere of the room or plant. Trips to industries are cumbersome, however, to arrange. School administrators are inclined to discourage them because of liability for accidents and because of difficulties in arranging schedules. At the same time, athletic teams travel long distances and schedules are made to suit games and contests. Teachers who are persistent should succeed in arranging a few selected visits and if they are well planned they will compensate for the trouble involved. Here again the occupational orientation value will be strong without diminishing the general education benefits for the entire group.

Occupational tests will be used. Two general types under this classification are available. They are (1) special aptitude tests, and (2) occupational interest tests. Some of these may be given to students by the testing service of the school if such exists. The first type has for its purpose the measuring of aptitudes and abilities to perform in segregated areas of occupations, such as mechanics and manipulative work, clerical, finger dexterity, drafting. These tests are probably most economically used for persons who already have expressed an interest in an occupational field.

The second type, measuring occupational interests, is proposed for all students and others who wish to be checked for a large variety of occupational services. Both types have been accepted by many as valuable within prescribed limits. Both types of tests may well be administered by the industrial-arts teacher who will take time to acquaint himself with the procedures by studying appropriate instructions. An extensive discussion of the use of these and other tests for industrial-arts classes is found in Chap. VIII, *Teaching the Industrial Arts.*[1]

THE PRINCIPAL thesis, then, presented in this article is that occupational guidance leading toward future occupational choices has been and still is a logical responsibility of the industrial-arts teachers. Changes in industry and in production techniques call for re-evaluation of certain aspects of occupational information techniques, indicating decrease in emphasis on skills in proportion to other phases of essential knowledge.

[1] Ericson, Emanuel E., *Teaching the Industrial Arts,* Chas. A. Bennett Co., Peoria, Ill., pp. 189-232.

Program of Work

—AVA Home Economics Division

PURPOSES OF THE constitution of the home economics education division of the AVA and their relation to the program of work were considered by the division's Executive Committee in St. Louis. The committee also considered plans of action thought to be appropriate for furthering the work of the group.

The purposes of the home economics education division as set forth in Article II of the Constitution are: to furnish an organization through which teachers and supervisors of homemaking education may take effective part in the work of the AVA; to keep the members of the home economics education division informed of policies, plans and issues of the AVA as they relate to the development of vocational education; to consider national and sectional needs and problems and to make long time plans for homemaking programs; to provide an official basis for coordinating homemaking education with home economics in other national organizations and agencies; to unite those engaged in teaching, supervising and directing homemaking education in furthering professional spirit among the workers in this field.

The following program of work is intended to assist in attaining these purposes.

Purpose I

Purpose I—To furnish an organization through which teachers and supervisors of homemaking education may take an effective part in the work of the AVA.

Program of Work

Develop means of making the AVA and its services meaningful and realistic to secondary teachers.

Work with other divisions of the American Vocational Association to develop a program of family living for youth and adults in all areas of vocational education.

Plan of Action

Have a committee composed of representatives of supervisors, teacher-trainers and secondary teachers to make plans to meet this need. Empower the committee to clear the plans with the vice president for home economics.

Have a committee to prepare plans for promoting family life education in all divisions of the American Vocational Association.

Purpose II

Purpose II—To keep the members of the Home Economics Education division of the Association informed of policies, plans and issues of the AVA as they relate to the development of vocational education.

Program of Work

Disseminate news from AVA Executive Secretary of important developments to the members of state vocational association if advisable.

Purpose III

Purpose III—To consider national and sectional needs and problems and to make long time plans for homemaking programs.

Program of Work

Promote programs of research, studies, evaluation and investigation.

Promote among all members of the Home Economics Division an understanding of the purpose of Future and New Homemakers of America and urge active participation in the functioning of the organization.

Promote and encourage among all divisions of AVA an understanding of purposes of the various youth organizations, FFA, FHA, DECA, NHA, and industrial education clubs.

Cooperate in carrying out a public relations program.

Plan of Action

For action, refer to the report of the Research Committee of the Home Economics Division.

Have a committee to plan for positive action in accordance with plans which the Executive Council of FHA may have for achieving increased understanding of FHA and its influence on the development of home economics.

Refer to the division committee on a public relations program.

Purpose IV

Purpose IV—To provide an official basis for coordinating homemaking education with home economics in other national organizations and agencies.

Program of Work

Give serious consideration and active support to projects proposed by the Coordinating Committee (Representatives of AVA, NEA, AHEA.)

Plan of Action

Consult with the AVA representative of the Coordinating Committee as needed.

Purpose V

Purpose V—To unite those engaged in teaching, supervising, and directing homemaking education in furthering professional spirit among the workers in this field.

Program of Work

Encourage professional improvement of promising individuals.

Plan of Action

Have a committee to develop a workable plan to encourage advancement of individuals; to make information available regarding fellowships to investigate and promote ways to establish new fellowships; to develop leadership; and promote leaders in the field.

* * *

The Program of Work is designed to give suggestions to individuals and state associations. It is hoped that presidents of state home economics divisions will examine it and help implement the goals in their respective states.

TEXTILE FABRIC Clinics

Enrollees at the Minneapolis textile fiber institute attend a luncheon at the Center for Continuation Study, U. of Minnesota.

By G. Henry Richert

A ST. PAUL, MINNESOTA, physician's wife, active in a number of women's organizations, was invited as an observer to a three-day textile fiber teacher training institute conducted at the Center for Continuation Study of the University of Minnesota. Representing the consumer or customer she had the opportunity to hear representatives of the principal producers of fibers—natural and man-made—tell the stories of the characteristics, uses and care of their respective fibers. Summarizing her impressions at the close of the institute she gave voice to a conviction that is increasingly shared by retailers and consumers and by distributive and homemaking educators:

"There is a great need for giving salespeople and, through them, consumers a realistic understanding of today's many different fibers and fabrics, of their uses and care."

Customers buying fabrics made of the natural fibers—cotton, wool, silk, and linen—do not face too formidable a task in trying to acquaint themselves with the characteristics of such fibers, although these are also acquiring new properties and are increasingly being blended with man-made fibers. The theory or principle back of such blending is that a better, more serviceable fabric can be produced by combining the best qualities of a fiber with the superior qualities of other fibers. Customers purchasing man-made fibers or blends of such fibers are often uninformed and they have little help from the average salesperson.

The producers' carefully chosen names for standard types of man-made fibers are limited in number, and the producers recognize the need for giving the public full information concerning their fibers. These real names, however, are often lost in the large world of trade names given to finished textiles, and to the necessity for promoting these on a highly competitive basis. New textiles and fabrics are launched with a profusion of different trade names. Retailers, launderers, dry cleaners, and consumers find it difficult to identify these trade names and still more difficult to learn about the characteristics, uses and care of the fabrics they represent. This certainly calls for a program of textile education for distributors, salespeople, and consumers.

THE GROWTH AND USAGE of the natural fibers goes far back into antiquity. Cotton, wool, linen, and silk were used in garments and in home furnishings thousands of years ago. Even though the production of man-made fibers has greatly increased, the natural fibers, particularly cotton and wool, still make up three fourths of the total volume of all fibers produced and sold. This total volume amounts at the present time to nearly 30 billion pounds annually. Cotton and wool producers are constantly trying to improve the quality of their fibers and the mills that weave them into cloth are bringing out new treatments and new finishes that increase industrial uses and satisfy milady's desire for something new and better in clothing and home furnishings. Linen and silk producers still advertise and sell their fibers as "fabrics made for royalty and for luxurious living."

The present annual production of approximately 7 billion pounds of man-made fibers is a tremendous accomplishment considering the relatively recent development of this industry. In 1884 a French nobleman made a mulberry leaf stew and, in imitation of the silkworm, squirted an extract of this through a homemade spinneret. This was the beginning of

W. J. Martin, National Cotton Council; Elizabeth Zellers, International Silk Association; and T. Carl Brown, N. C. State Supv., test cotton fiber materials.

DE Joins Industry in New Project

Alvin S. Proctor, E. I. DuPont deNemours Co., shows characteristics, uses and care of duPont fibers at D. C. Textile Fiber Forum held April 14-15, 1955.

the man-made fiber industry which produced first of all rayon, known as artificial silk. Rayon and nylon, which were originally trade names, have become familiar household words, losing their former specialized significance in the process. The rising current of new developments in man-made fibers is creating new opportunities and also new problems. From the research laboratories of the principal chemical companies in the United States are coming new fibers that will result in fabrics having greater versatility which will add to the comfort and convenience of Mr. and Mrs. Consumer.

HOMEMAKING TEACHERS are giving fiber and fabric information to youth and adults interested in this information as consumers. Statistical reports from the states for a number of years showed a developing interest in distributive education courses in textiles for retail salespeople and for young people preparing for selling. The instructional materials used in these courses consisted largely of textbooks on textiles, with the addition of supplementary materials obtained from some fiber producers and textile mills.

The song *Doing What Comes Naturally* was not written to promote distributive education, but its theme has been applied to this field of vocational education. We have come to believe that working with textile fiber producers and the manufacturers of fabrics is a *natural* for distributive education personnel, just as we believe that this is a *natural* arrangement for the textile fiber industry. There is a great need for giving salespeople and through them consumers a realistic understanding of today's fibers and fabrics. Young people in high schools and vocational schools should be given a knowledge of the properties, uses, and care of textile fibers and fabrics, which they can use to good advantage when they later enter full-time employment in stores and other distributive businesses. Through an intensive study of textiles, high school students and salespeople learn not only how to buy textiles wisely and how to use them intelligently but how to sell with the confidence of having a thorough knowledge of merchandise in all forms. This knowledge makes a better salesperson and it is of great value to the consumer of today.

In considerable part through the cooperation of The Wool Bureau, representing the wool growers of the world, distributive education supervisors and teachers in many states found that retailers and their sales personnel are very much interested in obtaining practical information about fibers. The Wool Bureau first developed instructional materials describing wool, intended specifically for use in distributive education classes. Course evaluation reports submitted by salespeople at the close of textile fiber classes in a number of states revealed that they wanted to learn about the comparative advantages and disadvantages of *all* principal fibers—natural and man-made, since they were called upon to sell clothing and merchandise made of all fibers. Distributive education personnel in the U. S. Office of Education and in the states, therefore, concluded that an effort should be made to secure the cooperation of all principal fiber producers in this textile fiber educational program.

On April 14-15, 1955, a meeting of textile fiber producers' representatives with distributive education personnel of the U. S. Office of Education and of the states was held in Washington, D. C. This meeting was a significant milestone in the history of teaching textile fiber information through the medium of the distributive education program. It was significant in that for the first time representatives of most of the principal fiber producers sat around the conference table with persons representing the national and state distributive education programs to plan a jointly conducted textile fiber education program.

THE PURPOSE of the Washington conference was to discuss the teaching aids that fiber producers have available for distributive education; the objectives, organization, and operation of textile fiber institutes or clinics; training patterns of participating firms and trade groups; and the development of a closer working understanding between education and the textile industry. It was decided at the conference that distributive education personnel and textile fiber representatives should cooperate in promoting and conducting educational activities as listed on page 30.

At N. C. clinic: Mr. Proctor, Joan Hull, Wool Bureau; Hugh McNeil, Irish Linen Guild; Mr. Martin, Dept. of Agriculture; Mr. Ackerman, Chemstrand Corp.

FIVE TEACHER TRAINING INSTITUTES ATTRACT HOME EC, DE

Teacher-training institutes or clinics for the purpose of giving distributive education teachers and coordinators semi-technical and non-technical information about fibers, their properties, uses and care. This training will enable coordinators and teachers to organize and teach textile fiber classes for retail salespeople in their own home communities.

City-wide clinics in the large cities for retail salespeople selling men's wear, women's and children's wear, home furnishings, and piece goods; also for interior decorators, operators of laundries and dry cleaning establishments, and sewing machine manufacturers' representatives.

High school cooperative work-study classes and retailing and salesmanship classes interested in textile information.

Two possible time arrangements were suggested for textile fiber teacher training institutes. Under one arrangement sessions are held once a week or twice a week with one or at the most two fiber producer representatives appearing at each session. Under the second arrangement the entire institute or clinic is conducted over a period of three or four consecutive days, with all of the fiber representatives taking part during that time. With one exception all of the teacher training institutes so far conducted have followed the second pattern.

To date five teacher training institutes have been conducted in principal centers in the Unted States and several more are in the planning stage. Twenty participating states sent distributive education supervisors, teacher-trainers, teachers, and store personnel qualified to teach adult classes to the five institutes. Homemaking education teachers and supervisory personnel were invited to all institutes.

The number of registrants at each institute ranged from fifty to seventy persons. Representatives of the fiber producers told the stories of their respective fibers, showed moving pictures and slide films, displayed fabrics and garments made of their fibers, distributed printed brochures and other publications useful as teaching aids, and described the educational

Hugh L. Carolan, Carbide & Carbon Chemicals Co., explains fiber properties.

assistance available from the producers. The following trade organizations, large chemical companies producing fibers, and other business organizations interested in fibers sent representatives to the various teacher training institutes: International Silk Association; National Cotton Council; The Irish Linen Guild; and The Wool Bureau.

Man-made fibers were represented by the American Rayon Institute; Carbide and Carbon Chemicals Company; Celanese Corporation of America; Chemistrand Corporation; E. I. Du Pont de Nemours & Company; Eastman Chemical Products, Inc.; and Virginia-Carolina Chemical Corporation.

General organizations were represented by the National Institute of Dry Cleaning.

Mrs. Dorothy Burgess shows properties of wool at the Kansas City, Missouri, textile fiber teacher training clinic.

THE FIRST pilot teacher training institute was held November 18-19, 1954, at the Hotel Continental in Kansas City, Mo. It was attended by distributive education and home economics personnel and representatives from stores from Missouri, Kansas, Nebraska, Iowa and Oklahoma. The annual reports received from these states show that adult textile fiber classes for store salespeople have been conducted in all participating states since the Kansas City teacher training institute was held. Since this institute was the first of its kind, it established a pattern for the organization and operation of subsequent institutes and clinics.

The University of Minnesota, through its Center for Continuation Study and in cooperation with the Vocational Division of the Minnesota State Department of Education, conducted the second major textile fiber teacher training clinic or institute January 9, 10, and 11, 1956. Twenty-seven communities in Minnesota, Wisconsin, North Dakota, and South Dakota sent nearly fifty distributive education, home economics education, and store personnel to listen to the presentations of fiber producer representatives and other textile specialists and to study the films, printed materials, sample fabrics and swatches suggested for use as teaching aids. Reports received from the fiber producers indicate that nearly all of the registrants at the Minneapolis clinic have requested these teaching aids for use in classes for store salespeople.

The Minneapolis clinic was followed by a teacher training forum

sponsored by the Distributive Education Department of the District of Columbia Public Schools and the Merchants and Manufacturers Association of that city. Distributive education teachers, store personnel and some home economics teachers from the District of Columbia and from nearby Maryland communities enrolled in this forum. It was conducted on six consecutive Monday afternoons, beginning on Monday, February 27, 1956, in the National Housing Center in Washington.

On September 24, 25, and 26, 1956, the North Carolina Charlotte and Mecklenburg County Distributive Education Service was host to an excellent four-state textile fiber teacher training clinic. This was sponsored by the Distributive Education Services of North Carolina, South Carolina, Tennessee, and Virginia. Meetings were held in the Hotel Barringer in Charlotte. True Southern hospitality was attested to by the program announcement that "the participants in the clinic will be guests of Charlotte and Mecklenburg County distributive education personnel at a luncheon to be held Monday at the Chez Montet and for a tour of the points of interest in Charlotte during late Tuesday afternoon."

THE FIBER PRODUCER representatives had become "old time troupers" by the time the fifth distributive education textile fiber teacher training institute was held on October 1, 2, and 3, 1956, in Indianapolis, Indiana. This was sponsored by the Vocational Education Department, Indiana University School of Education, and by the Vocational Division, Indiana State Department of Education. Distributive education and home economics education personnel and store workers from Indiana, Illinois, Kentucky, Michigan, and Ohio enjoyed the facilities provided in the new Student Union Building, Indiana University Medical Center, Indianapolis.

The registrants at both the Charlotte, North Carolina, and Indianapolis, Indiana, teacher training institutes had the privilege of listening to fiber producer representatives who not only knew well their respective fibers but who also had been gaining through participation in previous institutes or clinics a greater knowledge of vocational education, particularly distributive education and home economics education.

AT EACH of the teacher training institutes some time was given over to consideration by the group of the ways in which the large amount of excellent information and materials presented by the fiber representatives can be organized and used for teaching purposes. Consideration was also given to the important subject of state and local promotion of fiber classes for store salespeople and other distributive workers. Some method of formal or informal evaluation was used at each institute in an attempt to measure the effectiveness of the institute organization and the plans for making best use of the fiber producer presentations to the group. The persons or committees responsible for institute evaluation felt strongly that the program of fiber education was well launched; that a continuing interest was evident on the part of distributive education, homemaking education, and store personnel; and that the fiber producer representatives demonstrated equal interest in working with and through vocational education programs. Suggestions for the further improvement of the teacher training institutes were solicited at each clinic or institute and these are being communicated to the fiber producers and to the interested states.

To date five teacher training institutes have been featured in principal cities. Several are now in the planning process. Homemaking education teachers and supervisory personnel are invited to all such sessions.

A good summary of the value attached to the textile fiber teacher training institutes is contained in the following letter received from the person in charge of distributive education in one of the participating states:

"I believe the textile fiber teacher training clinic was highly successful and if followed through on the local level will have long term beneficial results in our distributive education program.

"As I look back in retrospect it seems to me the program has accomplished three objectives. They are as follows: it provides a good deal of basic information about textile fabrics that we just did not have before. Since this information came from unimpeachable sources, that is, the fiber producers, we all felt that it was bonafide; it was evident that it pointed up the fact that many of us in distributive education have been unable to provide this instruction, and the clinic illustrated a method of doing it; and it provided the impetus or enthusiasm to go out and do something about it upon the completion of the clinic.

"We were pleased to find out that all the companies were willing to provide material for our instructors. It was brought out during the clinic that homemaking instructors and supervisors were also very much interested in this clinic and could use the materials very advantageously for homemaking classes. Thus we can accomplish not only teacher training for distributive education instructors but also pass on this information to consumers (homemakers) through the homemaking program."

Mr. Ackerman of Chemistrand; the author, Henry Richert; and Dorothy Burgess at the training institnte in Ind.

I BELIEVE IN VO-AG's FUTURE

By Robert Howey

THE GREATEST PROBLEM affecting the future program of vocational education in agriculture is the revision, interpretation or status-quo of the Smith-Hughes Act under which the vo-ag program operates. This is not new. Many articles have appeared denouncing or defending the Act.

There are those who emphatically denounce the Act and our program as being far behind the times, present-day conditions and needs. There are others who just as emphatically defend the Act as it was written and the interpretation under which our programs have been operating these many years. However, there has been no united approach to a solution of this problem. We are no nearer it than we were two or three years ago.

I must confess, at this point, that although I am President of the National Vocational Agricultural Teachers Association (1956), I cannot speak completely for that organization. We, too, have different opinions. Therefore, what I say represents my personal beliefs.

I believe vo-ag will make the greatest progress through wise, sensible, thoughtful and bold interpretation of the present Smith-Hughes Act, taking into practical consideration the great technological revolution going on in agriculture today. The Act is still good. It can be an asset in helping find solutions to many problems. But we must be cognizant of the changes in agriculture. We must view the Act from the standpoint of the needs of people in agriculture.

WE SHOULD also recognize that the Act has been interpreted in many ways by many states. We also ought to recognize that some of the adaptations of the federal plan are proper and desirable, and some are not.

Each of us, working in our own small cubicle in this vast field of agriculture, finds it hard to recognize the tremendous changes already established in agriculture. We find it hard to immediately adjust our own individual program at the national level when such drastic changes take place so rapidly. People, and their way of life, change too.

Much has been said and written about the declining number of people going into farming. But, vocational agriculture, or any other type of training, can never guarantee that a majority of the persons trained will actually enter the occupation for which they are trained. Neither can we say a person will remain in that occupation once he is established. We can't say, either, that some we train will never take up farming later.

TOO MANY times we talk about the number of boys enrolled in all-day classes; the number of young and adult farmers enrolled in our courses. We forget to stress the accomplishments of our people who have adopted improved methods and achieved greater proficiency.

The fewer people needed on farms today to produce more than ever before is definite proof that someone has been doing his job well. As our program unfolds in the future, we shall find that we can work more intensely with fewer and fewer people and thereby serve them better.

Vo-ag can never guarantee the person trained will enter the field.

I am not disturbed that we teach a large number of boys through our vocational agricultural program to select a few to become the farmers of the next generation. It seems to be accepted procedure in many fields, to weed out those who will not make desirable employees, business men, or professional workers.

But I am disturbed at the great emphasis on one phase of our program—the all-day student, or the "prospective" farmer, rather than on those *presently* engaged in farming. According to the 1954 Digest of Annual Reports, 61 per cent of the enrollment in vocational agriculture in the nation were high school students and 33 per cent adults. Only 6 per cent were in young farmer classes.

If we do have fewer students in the all-day program in the future, perhaps we will have the time and manpower to adequately do the job with the out-of-school group. Certainly, as the need for greater knowledge and management develops in farming, there develops a greater need for more and better training.

We need to provide for the young farm operator group who have usually been included in adult farmer classes. And the young farmer group has often been confined to prospective young farmers who are not actually operating farms. These young farm operators have the greatest need to be served and might become the most effective part of our entire program.

Any interpretation of the Smith-Hughes Act for future vo-ag work should call for wider participation by all states in this program.

IN ANY planning for the future program of vocational education in agriculture, we must not lost sight of the fact that the program is still administered through the local schools. In the past, it has been "inflicted" in many cases upon the local people. However, citizens are taking more interest in their schools today. They are becoming more and more involved

in decisions affecting the kind of program best suited to meet their needs.

If local people are allowed to participate in our program planning, and if we encourage their activity, we will see a better and a more comprehensive program in all our communities.

One paradox of our profession is that we hear so much about not having enough students in our classes and, at the same time, we talk so much about teacher load.

The vo-ag program has expanded so much in the last few years that many teachers are putting in longer and longer work hours per week, at a time when industry is continually shortening its work hour week.

We say we are running out of students for our all-day classes. Yet, we have merely scratched the surface in young and adult farmer education. Many adult and young farmer classes are conducted as an extension type course without any thought being given to on-farm instruction.

If we are to make any improvement in this problem of teacher load, we need to get our local citizens to take part in our program planning.

IF LOCAL PEOPLE understand the program and have some say in its planning and administration, we would be able to enroll in classes of vocational agriculture — for high school boys, young farmers, and adult farmers—no more than can be given adequate on-farm instruction. Then, if there are others who could and should be served, additional help would be made available.

Adult and young farmer education must be considered a part of the total program and not something separate and apart. We need to count total numbers of students in all phases of our program. We need to do this to justify our program with school administrators who are concerned with numbers of students per teacher.

Let me take note of the clamor by some for the teaching of related occupations as a part of the vo-ag program. We must recognize the basic fact that today the high school is not a place where one prepares completely and finally for farming or any other occupation worthy of being called a life work. It is, rather, a place where character and citizenship can be built. It provides a variety of rich experiences; a place where counselling can be done; and where a beginning for a life work may be started by some.

The teaching of related farming or agricultural occupation is dependent upon the definition of the term *related occupation.* If it is closely related to farming, then a good program of farm training, such as students now receive in vocational agriculture, is fundamental. If such abilities are not closely related to farming, such training should not be a part of vo-ag.

I do not believe our problems can be solved by stoutly defending the

We can continue to talk, or——

present interpretation and application of the Smith-Hughes Act, or by resolutely criticizing and demanding action to replace, amend, or revise it. We won't progress by choosing sides and arguing within our own ranks as to who comes nearest to our personal belief of what we think the farm people ought to have in vo-ag.

THE ROAD to continued progress is through wise and thoughtful interpretation of the Act in view of the needs, desires, wants and requests of our farm people. This recognizes the wisdom of their participation in planning.

But another ingredient is needed if we are to move ahead—participation by all of us. We can continue to talk and write about our problems for years and do nothing about them; or we can adopt a positive, thoughtful and united approach that will lay a sound foundation for future accomplishment. As a step in this direction I introduced a resolution at the NVATA Executive Committee meeting and general session calling for the establishment of advisory groups in each state to assist in joint program planning for vo-ag. The purpose would be to promote a coordinated and effective program. Membership would include the state supervisor and one assistant; the head teacher trainer and one assistant; the president and vice president of the state vo-ag teachers' association, and, possibly, others.

THE FORMATION of these committees as outlined would give us direction in meeting our problems. Such committee work would be valuable in giving direction to state programs, and helpful in improving such programs to keep them abreast of the times. It would be a big step forward in helping us serve all of those who want and need vocational agriculture.

The strength of our program lies at the local level. Here a vo-ag teacher puts into operation the policies of our profession. Here is where we succeed—or fail. The ultimate effectiveness of our program depends upon the amount of active participation he has in formulating a program to meet the needs of his community.

Our NVATA has recognized, for the first time, the importance of individual participation in every state. We have taken steps to call on the advice and counsel of our individual members, through their state associations, to help build a greater organization, profession and service.

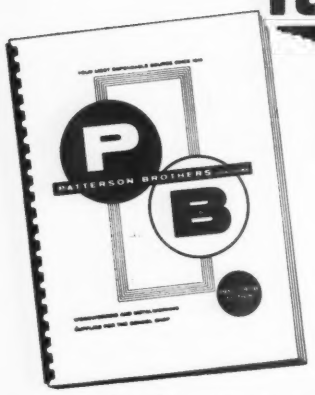
CHANGE brings about change, and our profession is no exception. In such a period, we recognize, too, the necessity of soliciting the advice and counsel of each of our important groups as we plan vo-ag's future.

I believe in the future of agricultural education. I believe in the future of American agriculture. I believe we stand on the threshold of a great era of advancement. I have little sympathy for those who trumpet the shrill notes of fear and would grasp at any straw to save something which is not lost.

Our legislative foundation is as strong as any in the country. We have thousands of well trained, spirited, and devoted men who are dedicated to serving people in agriculture. We are a part of the very foundation of the American way of life—the public school system.

WITH OUR vast heritage of many years of successful and fruitful service, with leaders who accept the future as a challenge to greater and more profitable opportunity, we have every reason to look forward to a program that will surpass in every respect the achievements of the past.

It's Here!



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I don't know what I would have done without-AVA!

By R. D. Anderson, South Carolina State Director of Vocational Education

Editor's Note: This editorial is taken from the *South Carolina Newsletter,* March, 1957 edition.

HAVE YOU EVER HAD anyone express appreciation for a favor or service rendered and in so doing end up by saying *I don't know what I would have done without you?*

As I look back over the past several years and review the splendid accomplishments of the American Vocational Association, I, too, want to express appreciation and say *I don't know what I would have done without you.*

Some few years ago, when the administration had definitely decided to gradually eliminate federal funds for vocational education, the AVA stepped in and through its fine leadership and with the support of Congress not only prevented this from happening but secured increased appropriations for vocational education to the full amount of the authorization as set forth in the George-Barden Act. Had federal funds been completely eliminated, I wonder just how many vocational teachers would have been without employment, and how many schools today would be without vocational departments.

Then, too, I wonder who are those teachers who might have had to seek employment in the field of general education or in other professions. Could it have been you? No one knows, but of one thing I am sure and that is had it not been for the AVA there would today be many vocational teachers employed in fields other than vocational education. That is why I feel such a deep appreciation for the AVA.

PAST HISTORY records show that South Carolinians go "all out" to support the things in which they believe. Members of the South Carolina Vocational Association are no different. As proof of this, South Carolina was one of the few states honored at the national AVA Convention held in St. Louis last December for having surpassed its potential membership. From a recent letter received from Dr. M. D. Mobley, I quote:

"May I take this means of congratulating you, the vocational teachers, and the officials of your state for winning the AVA membership banner for 1956."

"You will be interested to know that membership in South Carolina was 102.01 per cent of the potential. This is indeed a great record and we are proud of all those who played a part in accomplishing this outstanding achievement."

I, too, agree that this is a splendid accomplishment, but in setting such a record, we have also set a minimum goal for future years. My earnest desire is that we even surpass this goal in 1957. To do so, however, we will have to get busy. . . .

I would like to urge that each vocational service check its record of memberships and that the teachers of each particular service who have not joined, do so as quickly as possible.

This would be a mighty fine way to support and show our appreciation for what the AVA has done in the past, and will do in the future for vocational education in South Carolina.

From the US Office of Education

Beulah Coon, Johnie Christian, and Selma Lippeatt worked with the Committee of the Central Region Cooperative Research Project in Home Economics Education in Chicago, Illinois, February 15-16. The Committee heard progress reports from the participating institutions and made plans for next steps in the study which is designd to identify certain attitudes, beliefs, and other characteristics of home economics teachers and prospective teachers for use in selection and guidance of students.

* * *

Assistant Commissioner James H. Pearson was a featured participant in the Southern Region Conference for distributive education held in Miami, Florida, February 18-22. Led by Donovan Armstrong of the Distributive Education Branch, the conference emphasized the further development of each state's program through expansion of management training for small businesses; determination of action research to be conducted; improvement of supervision; and addition of new services for wholesaling and the broad field of general selling. State Directors of the 12 southern states and the Commonwealth of Puerto Rico participated in the conference, the first in their new plan to attend, as a group, one conference of each vocational service each year.

* * *

Research in Industrial Education, Summaries of Studies 1930-1955, Vocational Division Bulletin No. 264, came off the Government Printing Office press on February 12. The studies have been classified in a series of categories that reflect the areas of research interest most often mentioned in inquiries and discussions. The bulletin was prepared for publication under the general supervision of John P. Walsh, Director, Trade and Industrial Education Branch, and was edited by Allen T. Hamilton, Research Specialist.

* * *

John B. Pope, Acting Director, Distributive Education Branch, participated in a state-wide meeting of distributive education personnel at Utica, New York, February 15 and 16. The conference was for the purpose of in-service training with emphasis given to standards and new developments in expansion of the program in additional fields of distribution.

* * *

Ata Lee, Rua Van Horn, and Beulah I. Coon of the Home Economics Education Branch assisted with two regional conferences for college teachers of foods and nutrition held in Albuquerque, New Mexico, and Atlanta, Georgia, on February 21-23. These groups continued their study begun last year of ways to strengthen college teaching of foods and nutrition to better prepare students to face the realities of today in the home, in the market, in the laboratory and clinic, and in education.

W. T. Spanton and W. N. Elam attended and participated in the Inter-regional Conference for Agricultural Education Workers in San Antonio, Texas, February 25-28.

* * *

G. Henry Richert represented the Distributive Education Branch at a joint conference of distributive education personnel and trade-association executives in Chicago on February 13. Plans were made to provide, through distributive education procedures, certain personnel training programs for members and others represented by the participating associations.

* * *

During the Michigan Day Trade Teachers Conference at Michigan State University, February 9 and 10, Mary S. Resh, Trade and Industrial Education Branch, delivered an address on *Our Manpower Future and How It Concerns the Office of Education.* Mrs. Resh was also a member of a panel with representatives of labor and management who discussed the contribution which the day trade program can make to skilled manpower. She emphasized the need for expanding training opportunities for girls and women.

* * *

Management Training for Small-Business Entrepreneurs will be the agenda for a streamlined Pacific Regional Conference on Distributive Education to be held April 22-24 in Salt Lake City under the leadership of Clyde W. Humphrey. Conference participants will include, in addition to distributive education personnel, several representatives of trade and professional organizations, government agencies, and collegiate schools of business.

* * *

The National Headquarters Office for Future Homemakers of America is proud of the new handmade nedlework picture of Mt. Fuji presented by the National President of the Future Homemakers of Japan to A. W. Tenney, National Executive Secretary, Future Farmers of America, during his recent visit to Japan.

* * *

Clyde W. Humphrey, Program Specialist for the Pacific Region, Distributive Education Branch, is coordinating the organization and promotion of a series of interstate textile fiber teacher-training institutes to be held in June at university summer session in California and Washington. Sponsored by seven State Boards for Vocational Education, these institutes are for occupationally-experienced teachers who are planning to conduct local classes and clinics composed of salespersons who need more information on the characteristics, uses, and care of textile merchandise. Institute staff members will include representatives of principal producers of natural and man-made fibers.

* * *

John P. Walsh, Director of the Trade and Industrial Education Branch, met with officials of Cornell University in Ithaca, New York, in February to make preliminary plans for the Leadership Development Conference to be held at Cornell, August 12-23.

* * *

Mildred Reel, Assistant National Adviser, Future Homemakers of America, worked with the State FHA Executive Councils, teacher educators, and local chapters in Kentucky and Ohio from January 28 to February 8. These groups gathered suggestions for developing the State FHA program of work and discussed the responsibilities of officers. Experiences student teachers need in preparation to become FHA Chapter Advisers and how to provide them were considered by teacher educators from six institutions. In addition to the work with FHA members and advisers, Miss Reel assisted Emilie High, State Adviser of the Kentucky Association New Homemakers of America, in work on procedures for evaluating NHA chapter activities and made plans for the annual State meeting.

* * *

At the invitation of the Tech-Rep Division of the Philco Corporation, members of the Trade and Industrial Education Branch attended a conference in Philadelphia on February 13 to discuss procedures for supplying technical manpower and techniques of training in industrial electronics. Participants in the meeting were John P. Walsh, Walter Cooper, Howard Hogan, Edward Ludtke, and William P. Loomis.

* * *

Lois Oliver, National Adviser, Future Homemakers of America, worked with the State Home Economics Supervisory Staff in West Virginia, the teacher educators at Marshall College, and the State FHA Executive Council and Advisory Board, February 19-23.

* * *

On a recent field trip, Earl M. Bowler, Trade and Industrial Education Branch, secured permission from officials of the Armstrong Cork Company, Lancaster, Pennsylvania, and the Johnson & Johnson Company, New Brunswick, New Jersey, for the Office of Education, Vocational Division, Trade and Industrial Education Branch, to distribute supervisory personnel development manuals. These manuals, originally prepared by the plan training departments, are International Cooperation Administration reprints.

* * *

Edna P. Amidon participated in the meeting of the American Association of School Administrators; attended a session of the American Educational Research Association meeting, and attended the National Council of Administrative Women in Education and the Department of Home Economics, National Education Association, meeting. All of these were conducted in Atlantic City, February 15-20.

Association News

Bass Speaks on Family Farm

R. E. Bass, AVA Vice President for Agricultural Education and Virginia State Supervisor of Agricultural Education was a panel speaker at the annual meeting of the Inter-Organization Committee on Programs for Rural Youth, held at the National Grange building in Washington, Feb. 7-8. With *The Family Farm—Its Implications and Its Future,* as a theme, the meeting was called to order by Chairman Howard McClarren, Director of Youth Education, American Institute of Cooperation.

In his discussion, Mr. Bass said:

"Certainly, the family farmer has his problems. So does the commercial farmer and so does his city cousin in small or large business. Problems are nothing new to farmers, large or small. What is needed more than anything else is a positive approach toward helping the family farmer solve these problems.

"The family farmer is tired of hearing himself referred to as the 'small, inefficient farmer,' of hearing that moves are under way to get him off the land and into industry—to liberate him from his inefficiency, so to speak; and he is tired, too, of seeing government programs designed to help only the big commercial farmer.

"Mechanization of farms, including the family farm, lessens the number of workers needed. As a result some members of comparatively large farm families must seek a livelihood elsewhere. Thus, not only does the farm supply the nation with its bulk of food and fiber but it also furnishes the urban localities with a high percentage of the most valuable part of their population — sound-thinking, well-nurtured youth."

Mr. Bass suggested two approaches for helping the family farm: make them more efficient by training those who till the soil to do a better job; train those who leave the farm to make their greatest contributions in other employment.

Pointing to the swift progress of science in Russia as a result of excellent training of technicians, Mr. Bass quoted Senator Stuart Symington who has declared:

"The Soviet Union is now our greatest technical competitor. They have launched what is probably the most ambitious technical program ever undertaken by any country in the history of the world."

Mr. Bass said he called special attention to this and similar statements because "they indicate so clearly the dire need for scientific technical training not only in agriculture but in other areas of work for the future security and welfare of our country.

"A large portion of those persons going into industrial employment will come from family farms that are now too small to support the entire family. The job of the schools is to give these youths the training they need to make them efficient farmers if they stay on the farm or to make them efficient productive workers if they enter other occupations."

L. E. WASS

Lewis Emery Wass, Director of Industrial and Adult Education, Davenport, Ia., public schools since 1942, died at Rochester, Minn., Nov. 19, after suffering two strokes.

Born in Ohio, November 24, 1895, Mr. Wass earned his BS at Bradley Polytechnic Institute (1938) and his MS at Iowa State College (1946). He served as an industrial education teacher in the Davenport schools from 1917-1942 and concurrently (1928-33) was Supervisor of Crafts for Culver Military Academy.

For four years, 1948-52, Mr. Wass was an extension instructor in the graduate school of industrial education at Bradley University. For three years, 1942-45, he headed Davenport's War Training Program. A member of the Advisory Committee for Industrial Education, Iowa State College, he authored many articles and publications for his field.

He was a past president of the National Council of Local Administrators of Vocational Education and Practical Arts, the Iowa Vocational Association and the Scott County Safety Council. He was a member of Phi Sigma Chi, Phi Delta Kappa, Epsilon Pi Tau and many professional organizations. A well-known speaker and leader in the industrial education field, he was an active member of the AVA for many years.

NEW OFFICERS

Washington State: George P. Askegaard, Pasco, President; Lewis W. Porter, Prosser, Past President; Ruth L. Sarver, Tacoma, Secretary; Frank L. Reinhart, Tacoma, Treasurer.

Section Chairmen: Wilfred Wills, Burlington, Agriculture; Ben Yormark, Renton, Distributive Education; Mary Frances Lamison, Gig Harbor, Home Economics; L. S. Rankin, Tacoma, Rehabilitation; Frank L. Reinhart, Trade and Industrial.

Regional Representatives, Peter Peresich, Hoquiam; Pearl Miller, Everett; June Lagerquist, Snoqualmie; Carl Knudson, Tacoma; Art Nelson, Castle Rock; Walter Grisham, Pasco; Bob Bean, Prescott; Arthur Heideman, East Wenatchee; Hugh A. Mason, Spokane; and Ednell Snell, Pullman.

Epsilon Pi Tau News

Eighteen candidates for membership in Epsilon Pi Tau were initiated by the Alpha Psi Chapter at Los Angeles State College of Applied Arts and Sciences January 12.

The feature of the dinner following the initiation was an address *The H-R Factor,* by J. Lyman Goldsmith, Supervisor of Industrial Arts and Vocational Education and Agriculture, Los Angeles City Schools. Mr. Goldsmith developed the important part human relations play in success.

Newly initiated members honored were Donald L. Binder, Norman B. Lardner, Leon Leyson, Howard E. Mall, Richard L. Melton, Alfred V. Merlo, Emil A. Miller, Charles E. Moody, Gerald M. Mugerian, Bela B. Palagyi, Frederick W. Purdy, George A. Richards, Keith G. Rogers, Morris J. Saul, James B. Sharp, Leonard G. Sterle, and Richard R. Swift.

J. C. CANNON

J. C. Cannon, 55, Alabama State Supervisor of Agricultural Education since 1945 died at his home in Montgomery, February 2, 1957, following a heart attack.

For 34 years he had served Alabama in the field of education and vocational agriculture. Employed first as a vo-ag teacher, he progressed to the position of Assistant State Supervisor, and then to the office of State Supervisor.

He was born in Coosa County, Alabama in 1901. He graduated from Marbury High School, and attended Alabama Polytechnic Institute where he earned both his BA and his MS. While attending API he became a member of Sigma Phi Sigma, Kappa Delta Pi, and Gamma Sigma Delta, honorary fraternities.

As State Supervisor of Agricultural Education Mr. Cannon supervised the state program of vocational agriculture, which includes vo-ag departments in 352 high schools. He directed the training of 30,000 farmers and farm boys annually, and also served as State Advisor to the 14,000 Alabama FFA members and students of vocational agriculture.

He was devoted to the progress of agricultural education at the state as well as the national level. As a result of his outstanding work, he received an Honorary Life Membership in the American Vocational Association in 1954. He was a member of the National Board of Directors of the National Organization of Future Farmers of America.

In 1949 Mr. Cannon was named, "Alabama's Man of the Year in Service to Agriculture," by the *Progressive Farmer Magazine* as a result of his outstanding contributions to Alabama agriculture. He was also listed in *Who's Who in American Education* 1955-56.

His career began at Straughn High School where he taught for three years. Following this he was principal of the State Secondary Agricultural School at Abbeville two years, and then moved to Auburn where he was teacher of vocational agriculture for one year. He became Assistant State Supervisor in 1929.

Mr. Cannon was the second man to serve as State Supervisor of Agricultural Education in Alabama since the beginning of the program in 1917.

The vocational agriculture program has shown outstanding growth and progress in the years under Mr. Cannon's leadership. As a result of his efforts many new departments were added and a highly beneficial program was carried on. Under his leadership a close coordination of his departmental work with other fields of service and state organizations flourished.

Surviving are his widow, Mrs. Rebekah Pruett Cannon, two sons, James Pruett Cannon, David Guerry Cannon, and his father D. D. Cannon.—T. L. FAULKNER

AVA Committees

AGRICULTURAL DIVISION

Professional Information

Joe Bail (Chairman), West Va., No. Atlantic Region, 1959; S. S. Sutherland, California, Pacific Region, 1957; G. L. O'Kelley, Jr., Georgia, Southern Region, 1958; Melvin Henderson, Illinois, Central Region, 1957; J. R. Powell, Texas, Inter-Region, 1958; Don Kabler, Oregon, N.V.A.T.A., 1959; A. W. Tenney, Washington, D.C., Consultant, U.S. Office, 1959.

Professional Relations

Kenneth Henderson (Chairman), Kansas, N.V.A.T.A., 1958; A. W. Johnson, Montana, Pacific Region, 1958; T. G. Walters, Georgia, Southern Region, 1959; Harry M. McDonald, Maryland, No. Atlantic Region, 1957; Hampton T. Hall, Iowa, Central Region, 1958; C. B. Jeter, Virginia, Inter-Region, 1959; W. T. Spanton, Wash., D.C., Consultant, U.S. Office, 1957.

Research

T. J. Horne (Chairman), Virginia, Southern Region, 1957; Leo Knuti, Montana, Pacific Region, 1959; Henry S. Brunner, Pennsylvania, No. Atlantic Region, 1958; Paul Sweany, Michigan, Central Region; 1959; J. N. Freeman, Missouri, Inter-Region, 1957; James Wall, Nebraska, N.V.A.T.A., 1957.

Standards and Policies

Bert L. Brown (Chairman), Washington, Pacific Region, 1957; W. J. Parent, Louisiana, Southern Region, 1958; H. E. Edwards, W. Virginia, No. Atlantic Region, 1959; C. E. Bundy, Iowa, Central Region, 1957; Claude Marion, Maryland, Inter-Region, 1958; Luther S. Hardin, Arkansas, N.V.A.T.A., 1957; W. T. Spanton, Wash., D.C., Consultant, U.S. Office, 1959.

EXECUTIVE COUNCIL

R. E. Bass, Virginia (President), 1957; Lloyd Phipps, Illinois (Secretary), 1958.

Section Chairmen

Robert J. Bishopp, Wyoming, NVATA President; C. W. Hill, New York, President Teacher Trns.; Cola D. Watson, Vermont, Pres. State Supervisors.

Committee Chairmen

H. C. Fetterolf, Pennsylvania, Henry S. Brunner, Pennsylvania, Program Chairmen; Joe P. Bail, West Virginia, Professional Information; Kenneth Henderson, Kansas, Professional Relations; T. J. Horne, Virginia, Research; Bert L. Brown, Washington, Standards and Policies; G. F. Ekstrom, Missouri, Teacher Education.

Regional Chairmen

R. C. S. Sutliff, New York, North Atlantic, 1957; Henry Ross, Texas, Southern, 1958; H. M. Hamlin, Illinois, Central, 1957; Byron J. McMahon, California, Pacific, 1958; W. A. Flowers, Tennessee, Inter-Regional, 1958.

NVATA Vice Presidents

Don Kabler, Oregon, Region I; Kenneth Henderson, Kansas, Region II; James Wall, Nebraska, Region III; Paul P. Mechling, Ohio, Region IV; Luther Hardin, Arkansas, Region V; Edwin K. Fife, Massachusetts, Region VI; W. T. Spanton, Washington, D.C., U.S. Office.

AVA Advisory Council Representatives
(Terms expire 1957)

Neldon A. Taylor, California, NVATA; Robert Howey, Illinois, Alternate; W. Howard Martin, Connecticut, Teacher Trainers; Walter Bjoraker, Wisconsin, Alternate; E. P. Hilton, Kentucky, State Supervisors; Warren G. Weiler, Ohio, Alternate; Ralph H. Tolbert, Georgia, Agri. Division; Louis M. Sasman, Wisconsin, Alternate.

Agricultural Educ. Mag. and AVJournal Representatives

Jack Ruch, Wyoming, Chm. Mng.-Edt. Bd., Ag.Ed.Mag.; A. H. Krebs, Illinois, Editor, Ag.Ed. Magazine; Henry TenPas, Oregon, Bus. Mgr., Ag. Ed. Magazine; George P. Deyoe, Illinois, Ag. Editor, AVJournal.

Teacher Education

G. F. Ekstrom (Chairman), Missouri, Central Region, 1958; R. W. Cline, Arizona, Pacific Region, 1958; E. W. Garris, Florida, Southern Region, 1959; Harold R. Cushman, New York, No. Atlantic Region, 1957; W. F. Hickson, South Carolina, Inter-Region, 1959; Edwin K. Fife, Massachusetts, N.V.A.T.A., 1959.

BUSINESS EDUCATION DIVISION

Policies and Standards Committee

Duncan Hyde, Maryland, No. Atlantic Region, 1958; William Selden, Pennsylvania, Alternate; Marguerite Crumley, Virginia, Southern Region, 1959; Richard Clanton, Louisiana, Alternate; George Davall, California, Western Region, 1960; Cora Warner, California, Alternate; Margaret Andrews, Minnesota, Central Region, 1957; H. D. Shotwell, Kansas, Alternate; Robert Kozelka, Illinois, ex officio; A. L. Walker, Virginia, ex officio; M. D. Mobley, Washington, D. C., ex officio; McKee Fisk, California, ex officio.

DISTRIBUTIVE EDUCATION DIVISION

Policy and Planning Committee

Louise Bernard (Chairman), Virginia, Southern Region, 1958; Rulon C. Van Wagenen, California, Western Region, 1957; John A. Beaumont, Illinois, Central Region, 1959; Warren Meyer, Minnesota, Alternate; Charles W. Steadman, Pennsylvania, No. Atlantic Region, 1959; Harold K. Collins, North Carolina, NCLA; Margaret Loos, Ohio, ex officio, NASSDE; John B. Pope, Washington, D. C., ex officio, U.S. Office; Roy Fairbrother, Wisconsin, ex officio; M. D. Mobley, Washington, D. C., ex officio.

VOCATIONAL GUIDANCE DIVISION

Policy and Standards Committee

George Mowrer (Chairman), Missouri; C. A. Michelman, Illinois; Hugh Lovett, Arkansas; Arthur G. Larson, Wisconsin; Bruce Shear, New York; Glen L. Weaver, Oregon; J. F. Ingram, ex officio, Alabama.

HOME ECONOMICS DIVISION

Home Economics Executive Council
(Policy Committee)

Dorothy S. Lawson (Chairman), New York; Catherine Dicks, New Mexico, Pacific Region, 1957; Ilene Brown, Tennessee, Southern Region, 1958; Louise Fettinger, Maine, No. Atlantic Region, 1958; Muriel McFarland, Indiana, Central Region, 1957; Alma Keys, Arkansas, Southern Region, 1959; Mary P. Blackman, Pennsylvania, No. Atlantic Region, 1957; Mary Lee Hurt, Michigan, Central Region, 1959; Ruth Stovall, Alabama, Southern Region, 1958; Margaret Scholl, Texas, Central Region, 1959; Floride Moore, Georgia, Southern Region, 1959.

Program of Work

Mary Lee Hurt (Chairman), Michigan, Central Region, 1959; Catherine Dicks, New Mexico, Pacific Region, 1957; Mary Russell, Oklahoma, Southern Region, 1958; Verna Payson, New Hampshire, No. Atlantic Region, 1957; Anna Carol Fults, Illinois, Central Region, 1959; Alma Bentley, South Carolina, Southern Region, 1958; Blanche Portwood, Oklahoma, Southern Region, 1957.

Research Committee

Floride Moore (Chairman), Georgia, Southern Region, 1958; Ailsie M. Stevenson, Washington, Pacific Region, 1959; Mary DuBois, Oregon, Alternate, Pacific Region, 1961; Willa Vaughn Tinsley, Texas, Southern Region, 1960; Alma Bentley, South Carolina, Alternate, Southern Region, 1958; Henrietta Fleck, New York, No. Atlantic Region, 1960; Beatrice O' Donnell, Michigan, Central Region, 1961.

Home Economics Coordinating Council

Alma Keys (Chairman), Arkansas, Southern Region, 1959; Dorothy S. Lawson, New York, ex officio.

National Project in Agriculture Communications

Rosa H. Loving (Chairman), Virginia, Southern Region; Gertrude Roskie, Montana, Pacific Region; Margaret Browder, Tennessee, Southern Region; Alberta Hill, Connecticut, No. Atlantic Region; Mary Lois Williamson, Kentucky, Central Region.

INDUSTRIAL ARTS DIVISION

Policy and Planning Committee (IAPPC)

William R. Mason, President, Ohio, 1959; H. H. London, Vice President, Missouri, 1959; Verne L. Pickens, Secretary, Missouri, 1957; Pat Atteberry, Washington, 1957; Chris Groneman, Texas, 1957; Dewey Barich, Michigan, 1958; Ivan Hostetler, North Carolina, 1958; Kermit Seefeld, California, 1958; Joseph Schad, Virginia, 1959; James Hammond, Massachusetts, 1959; William Wilkinson, Pennsylvania, 1959, George Henry, Colorado, 1960; Harry Thomas, Louisiana, 1960; Walter R. Williams, Florida, 1960; John Jarvis, Wisconsin, 1961; M. Ray Karnes, Illinois, 1961; John Fuzak, Michigan, 1962; G. Wesley Ketcham, Connecticut, 1962; M. J. Ruley, Oklahoma, 1962.

TRADE AND INDUSTRIAL DIVISION

Policy and Planning Committee

William G. Loomis (Chairman), Oregon, Western Region, 1959; Thomas E.

Hampton (Vice Chairman), Louisiana, NASSTI, 1957; Sallie Richardson (Secretary), N. J., Women's Section, T&I, 1958; Warren A. Seeley, Tennessee, Southern Region, 1957; A. B. Anderson, Delaware, No. Atlantic Region, 1958; Rupert Evans, Illinois, Central Region, 1959; Tom G. Bell, Tennessee, NCLA, 1959; C. E. Highlen, Indiana, NAITE, 1957; Robert M. Reese, Ohio, T & I Division; Samuel L. Fick, California, ex officio; John P. Walsh, Washington, D.C., ex officio, U.S. Office; Russell K. Britton, Colorado, ex officio; M. D. Mobley, Washington, D.C., ex officio.

Automotive Committee

L. D. Mitchell, Jr. (Chairman), Michigan, Representing Industry; Andrew D. Althouse (Vice-Chairman), Mich., Representing AVA; Stanley S. Roe (Secretary), Michigan, Representing Industry; Harold S. Bostwick, Pennsylvania, Representing AVA; M. D. Darrow, Texas, Representing AVA; C. R. Wright, Illinois, Representing AVA.

GENERAL COMMITTEES

Awards Committee

J. Warren Smith (Chairman), North Carolina; T. Carl Brown, North Carolina, Distributive; J. B. Perky, Oklahoma, Agriculture; Clinton Reed, New York, Business; Edna P. Amidon, Washington, D. C., Home Economics; George Henry, Colorado, Industrial Arts; C. W. Patrick, California, Trade & Ind.

Editors, American Vocational Journal

M. D. Mobley (Editor-in-Chief), Washington, D.C.; George P. Deyoe, Illinois, Agriculture, 1959; C. Wendell Echols, Florida, Distributive, 1959; Margaret Scholl, Texas, Home Economics, 1959; G. Harold Silvius, Michigan, Industrial Arts, 1957; McKee Fisk, California, Business, 1957; Russell K. Britton, Colorado, Trade & Ind., 1958.

Membership Committee

John A. Beaumont (Chairman), Illinois, Business, 1957; A. Donald Beattie, Minnesota, Alternate; George Morgenroth, New Jersey, Trade & Ind., 1958; George E. Kohrman, Michigan, Alternate; Samuel Caplan, Pennsylvania, Distributive, 1959; M. J. DeBenning, Oklahoma, Alternate; R. A. Wall, Virginia, Agriculture, 1958; John Mowrer, Missouri, Alternate; Ruth Stovall, Alabama, Home Economics, 1958; Evelyn Miller, Maryland, Alternate; Joseph Schad, Virginia, Industrial Arts, 1957; M. Ray Karnes, Illinois, Alternate; Hugh W. Lovett, Arkansas, Guidance, 1959; R. H. Whinfield, Wisconsin, Alternate; Lowell A. Burkett, Washington, D.C., ex officio.

Research and Publications

Gilbert Weaver (Chairman), New York, Trade & Ind., 1957; Warren G. Meyer, Minnesota, Distributive, 1959; H. H. London, Missouri, Industrial Arts, 1959; J. Curtis Hall, Virginia, Business, 1957; Ralph E. Bender, Ohio, Agriculture, 1958; Floride Moore, Georgia, Home Economics, 1959; Glen E. Smith, Michigan, Guidance, 1958; M. D. Mobley, Washington, D. C., ex officio.

Safety Education Committee

J. E. TePoorten (Chairman), Wisconsin, Trade & Ind., 1957; H. O. Thomas, Louisiana, Industrial Arts, 1959; J. E. Nowels, Ohio, Agriculture, 1957; Frances Champion, Florida, Home Economics, 1958; Robert F. Kozelka, Illinois, Business, 1958; Adrian Trimpe, Michigan, Distributive, 1958.

Constitution Committee

Cola D. Watson (Chairman), Vermont, Agriculture; O. H. Beaty, Iowa, Trade & Ind.; Bernadine Bell, California, Business; Inez Wallace, Georgia, Home Economics; M. J. DeBenning, Oklahoma, Distributive; James Hammond, Massachusetts, Industrial Arts.

Resolutions Committee—1957 Convention

Anna Carol Fults (Chairman), Illinois, Home Economics; E. P. Hilton, Kentucky, Agriculture; Elvin Eyster, Indiana, Business; Reno S. Knouse, New York, Distributive; Bruce Shear, New York, Guidance; John A. Jarvis, Wisconsin, Industrial Arts; Merton C. Wheeler, Missouri, Trade & Ind.

Labor-Management Relations

Lawrence Borosage (Chairman), Michigan; Thos. H. Quigley, Georgia; Cecil E. Stanley, Nebraska; Robert M. Reese, Ohio; Frank P. Johnston, New York; M. D. Mobley, Washington, D. C.; Samuel L. Fick, California, ex officio; William G. Loomis, Oregon, ex officio; Howard K. Hogan, Washington, D. C., ex officio.

American Council on Education Committee

Eva W. Scully, Arizona; J. F. Ingram, Alabama; M. D. Mobley, Washington, D. C.; Charles W. Sylvester, Maryland.

'57 CONVENTION SPECIALS

A mammoth exhibit, Industrial Arts—Past, Present and Future—will be on display at the Philadelphia Commercial Museum (adjoining the city's Convention Hall) from June 15 to September 15, 1957.

AVA conventioneers are cordially invited to inspect this show while they are in Philadelphia. Planned cooperatively by NEA and the AIAA, and themed "Forward Through Industrial Arts," the exhibits will trace the history of the program back to the Russian exhibit in Philadelphia, 1876. Model shops for today will be shown under the direction of John Smith, New Jersey State Supervisor of Industrial Arts.

Pennsylvania Banquet

The annual banquet meeting of the Department of Vocational and Practical Arts Education, Pennsylvania State Education Association, is scheduled for Monday, August 5, at 6:30 p.m.—the first evening of the '57 AVA Convention in Philadelphia. Planned for the ballroom of the Benjamin Franklin Hotel, the banquet is open to all convention delegates at $5 per person. All reservations and money must be in no later than Friday, August 2.

Six top-notch professional entertainers will perform for the group during the evening.

For reservations, write to Edward J. Schierberl, Director, Vocational and Industrial Arts Education, Phoenixville, Pa.

Industry Cooperation Committee

Samuel M. Burt (Chairman), Washington, D. C.; M. D. Mobley, Washington, D. C.; Charles W. Sylvester, Maryland; R. E. Bass, Virginia; Lowell A. Burkett, Washington, D. C.

Program Planning Committee

M. D. Mobley (Chairman), Washington, D. C.; Eva W. Scully, Arizona; J. F. Ingram, Alabama; Charles W. Sylvester, Maryland.

International Education Committee

Franklin J. Keller (Chairman), New York; Edward Berman (Co-Chairman), Washington, D. C.; Ralph Wenrich, Michigan; Selma Lippeatt, Washington, D. C.; Emil O. Toews, California; Alton D. Hill, Wisconsin; R. D. Bradley, Canada; Louis M. Sasman, Wisconsin; M. D. Mobley.

SPECIAL COMMITTEES

AVA-Armed Forces Committee

H. O. Johnson (Chairman), Washington, D. C.; Joseph E. Barber, Washington, D. C., Navy; Leo J. Brogran, Washington, D. C., Navy; John A. Jarvis, Wisconsin; Cleve E. Loman, Virginia; J. Myron Partridge, Nevada; Ernest J. Simon, Illinois; Cecil E. Stanley, Nebraska; John P. Walsh, Washington, D. C., ex officio; Lowell A. Burkett, Washington, D. C., ex officio.

AVA-AIA Joint Architects Committee

Emmett O'Brien (Chairman), Connecticut, State Director; James L. Patton, Kentucky, Alternate; George M. DaVall, California, Business; Bernard Shilt, New York, Alternate; W. K. Dunton, Ohio, Trade & Ind.; J. K. Coggin, North Carolina, Agriculture; Frank Anthony, Pennsylvania, Alternate; Ata Lee, Washington, D.C., Home Economics; Rose Wanek, Nebraska, Alternate; G. Wesley Ketcham, Connecticut, Industrial Arts; Joseph A. Schad, Virginia, Alternate; K. Otto Logan, Washington, Distributive; Charles W. Sylvester, Maryland, Local Director; Frank G. Gilson, New York, School Architect; John Cameron, N. C. School Architect.

1956 Yearbook—Vocational Education in Rural Areas

Gordon I. Swanson, Minnesota (Chairman), Agriculture; Howard A. Dawson, Washington, D. C., NEA; Lois M. Clark, Washington, D. C., NEA; Robert M. Isenberg, Washington, D. C., NEA; L. J. Phipps, Illinois, Agriculture; Catherine T. Dennis, North Carolina, Home Economics; Arthur L. Walker, Virginia, Business; Richard Clanton, Louisiana, Alternate, Business; William B. Logan, Ohio, Distributive; H. O. Thomas, Louisiana, Industrial Arts; H. O. Carlton, Georgia, Trade & Ind.; Lowell A. Burkett, Washington, D. C.; M. D. Mobley, Washington, D. C.

Civil Defense in Vocational Education

Charles W. Sylvester, Maryland; J. C. Woodin, Kansas; Harry G. Halstead, Washington; Helen Ward, Virginia; C. L. Greiber, Wisconsin; S. F. Peterson, North Carolina; Mary Bell Vaughan, Kentucky; J. H. Mitchell, Georgia; Lowell A. Burkett, Washington, D. C., Consultant; Ward Beard, Washington, D. C., Consultant; James H. Pearson, Washington, D. C., Consultant; W. A. Ross, Michigan, Consultant, Federal Civil Defense; Paul Miller, Michigan, Consultant, Federal Civil Defense; M. D. Mobley, Washington, D. C.

NEW BOOKS

Planning a Farm Shop Layout, by G. E. Henderson and C. E. Turner. Coordinator's Office, Barrow Hall, Athens, Georgia, 1956. 45 pages, 75 cents.

The Southern Association of Agricultural Engineering and Vocational Agriculture has produced this collection of information on the ways to keep farm equipment in good running order, with many illustrations and diagrams.

* * *

Planning and Conducting a Program of Instruction in Vocational Agriculture for Young Farmers, by H. N. Hunsicker. Published by the U. S. Department of Health, Education and Welfare, Office of Education, Washington, D. C., 1956. 94 pages, 45 cents. Order from U. S. Government Printing Office, Division of Public Documents, Washington 25, D. C.

Designed to help plan and conduct instructional programs for young farmers, this bulletin offers valuable suggestions for developing close cooperation among school administrators, teachers, and farm and civic leaders. This information should be helpful in providing educational opportunities for young farmers, an important part of local programs for vocational education.

* * *

This Is Program Planning, by the Workshop Editorial Committee, Department of Agricultural Education, Ohio State University, Columbus, Ohio, 1956. 71 pages, $1.00.

This report of a workshop for vocational agriculture departments in Ohio, held at Ohio State University in 1956, serves as a review and a source of information for teachers in program planning. It aims to stimulate teachers to evaluate their local programs and enlist the support of more people in the community.

* * *

Business English in Action, by J. C. Tressler and Maurice C. Lipman. D. C. Heath and Company, 285 Columbus Avenue, Boston 16, Mass., 1957. 529 pages, $3.80.

Adaptable to any program, high school, secretarial school or in-service training and based on tested classroom experience this text deals with the various kinds of business situations in which one speaks, writes, reads and listens.

* * *

Helpful Hints in Teaching Bookkeeping and Accounting, by I. David Statlow. South-Western Publishing Co., Cincinnati 27, Ohio, 1956. 52 pages.

* * *

Sales Training Programs in Concerns with 50 Salesmen or Less, by Lloyd Ross Saltzman. National Sales Executives, NSE-International, 136 E. 57th St., New York 22, N. Y., 1955. 47 pages, $5.00.

Based on answers to a questionnaire sent to members of National Sales Executives, this study compares current sales training practices in small firms and practices recommended by leading sales training experts. Valuable recommendations are offered.

Careers in Men's Clothing Industry, by Robert Shosteck. B'nai B'rith Vocational Service, 1129 Vermont Ave., N. W., Washington 5, D. C. 15 pages, 25 cents.

Facts on the nature of the work, qualifications, and earnings in men's clothing industry, with data obtained from authenticated sources, are included in this new career guide.

* * *

Careers in Department Stores, by Robert Shosteck. B'nai B'rith Vocational Service, 1129 Vermont Ave., N. W., Washington 5, D. C., 1957. 11 pages, 25 cents.

This revised pamphlet offers current information about opportunities and necessary qualifications for work in department stores. It is intended primarily for high school youths.

* * *

A Double Future in Home Economics. American Home Economics Association, 1600—20th St., N.W., Washington, D. C. 32 pages, 25 cents.

Pointing out that young people entering home economics today have a wide choice of positions, this booklet is written primarily for senior high school students.

* * *

Machine Tools for Metal Cutting, by W. H. Armstrong. McGraw-Hill Book Company, Inc., 330 West 42nd St., New York 36, N. Y., 1957. 347 pages, $5.00.

Materials, tools and processes employed in the machine shop are discussed in this one-semester text for technical students. Information necessary to the study of machine design, time study, production planning and control and other areas connected with manufacturing machine-shop products is included.

* * *

Repairing Television Receivers, by Cyrus Glickstein. John F. Rider Publisher, Inc., 116 West 14th St., New York 11, N. Y., 1957. 212 pages, $4.40.

This modern, completely practical book on TV troubleshooting presents step by step procedure on how to diagnose a faulty TV receiver, with a down to earth approach to TV servicing.

* * *

How to Install and Service Intercommunications Systems, by Jack Darr. John F. Rider Publisher, Inc., 116 West 14th St., New York 11, N. Y., 1957. 151 pages, $3.00.

This volume attempts to cover all phases of commercial intercommunication work and to describe methods of designing and installing commercial intercommunication systems. The entire field is covered in sufficient detail to enable the reader to do installation and maintenance work.

* * *

Resonant Circuits, by Dr. Alexander Schure. John F. Rider Publisher, Inc., 116 West 14th St., New York 11, N. Y., 1957. 66 pages. $1.25.

This volume concerns itself with resistors, capacitors and inductors found in various series, parallel, or series-parallel combinations in electronic circuits. It is a practical book for engineering students and electronic technicians.

L-C Oscillators, by Dr. Alexander Schure. John F. Rider Publisher, Inc., 116 West 14th St., New York 11, N. Y., 1957. 66 pages, $1.25.

This book, Volume 13 in the Electronic Technology Series, deals with L-C oscillator elements, energy conversion, frequency range and stability and other subjects. Its importance stems from the wide and varied use of L-C oscillators in amateur, commercial, military and industrial applications.

* * *

Extraclass Activities in Aviation, Photography, Radio for Secondary School Pupils, by Willis C. Brown. U. S. Department of Health, Education and Welfare, Washington, D. C., 1956. 48 pages, 25 cents. Order from Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

This U. S. Office of Education, Bulletin 1956, No. 11, deals with three extraclass activities important to the nation's scientific and technological progress. It reviews and highlights good practices in these fields to instruct schools having such programs and to stimulate others to start them.

* * *

The Superintendent as Instructional Leader, Thirty-Fifth Yearbook, American Association of School Administrators, 1201 16th St., N. W., Washington, D. C., 1957. 484 pages, $5.00.

This book provides ideas and practical suggestions to aid school superintendents in their most important task, that of improving instruction. It contains the annual roster of members of the American Association of School Administrators.

* * *

A Manual for use by Local Graphic Arts Industry-Education Advisory Committees. Education Council of the Graphic Arts Industry, Inc., 5728 Connecticut Ave., N.W., Washington 15, D. C., 1957. 20 pages, free to members of EDGAI, $10 for non-members.

This manual contains the answers for small and medium size as well as large printing companies who want the right kind of people in their plants. It tells them how to utilize schools and other community resources for recruiting and training personnel.

* * *

Yachting World Annual 1957, a "Yachting World" Publication. Philosophical Library, Inc., 15 East 40th St., New York 16, N. Y., 1957. 192 pages, $10.00.

Articles on sailing and motor boating by a number of experts are presented here. Of general interest, it is illustrated with plans and photographs of more than 50 types of yachts.

* * *

Guidance Manual for the Professions of Science, Engineering, Architecture. Rensselaer Polytechnic Institute Bulletin, Vol. 55, No. 5, Department of Publications, Troy, N. Y., 1957. 32 pages, free.

Opening with a look at the future, this booklet is designed to develop intelligent decisions about entering one of the professions.

SUMMER SESSION
1957
June 17-August 9

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More about Idaho

THE IMPACT of World War II on vocational education was devastating. However, its recovery after the war was amazingly rapid. This was brought about by a policy of action which made the legislature conscious of the need for an expanded program. At the present time, nearly all the rural boys and girls have access to it. We have been fortunate in the last few years in receiving larger grants at the state level to carry on the program. Our goal is to approach 100 percent of service as closely as economic prudence will permit. —HOWARD D. HECHTNER,
State Senator and Owner, Bow and Arrow Ranch

TRADE AND industrial education is rapidly becoming a necessity for all industry, and has become an integral part of our nation. During World War II industry was in dire need of millions of production line workers. Trade and industrial schools in every state in the nation came forth with one of the largest industrial training programs ever known to the world. Idaho did its part, and did it well. With the tremendous advancements by science and engineering many new fields of training are needed by industry. These can best be met by vocational trade schools.

Industry as a whole has greatly appreciated the contributions made by trade and industrial education in the past, and will appreciate its help in the future.

L. C. JOHNSON
Member, Idaho T & I Advisory Committee

A YEARLY MEETING of the Idaho Vocational Association has never been held wherein all affiliate divisions have met together, but meetings for each affiliate division are scheduled annually.

The Idaho Vocational Association took an active part in the annual teacher's meetings which were held in each of the seven state districts for all teachers and school administrators last year. Samuel L. Fick, AVA Vice President, addressed two meetings of all teachers from three districts. Mark Nichols, AVA Past President, addressed one district meeting. Dr. Dexter Moser, North Idaho Junior College, addressed two district meetings and George E. Denman, State Director, addressed another.

As a result, all teachers and administrators became better informed in regard to the state's vocational program as well as more cognizant of the important role the program plays in community educational programs.

Plans are being made to hold a state association meeting this year with all vocational teachers and affiliate divisions attending.

WHEN PRESIDENT EISENHOWER stressed the importance of maintaining the dignity and worth of every person, he promised his support to promote an expanded vocational rehabilitation program for the handicapped.

Much progress has been made since passage of Public Law 565 in 1954. Backing by Congress has encouraged the states to increase matching funds. Idaho's participation increased 30 per cent during this biennium. As legislators realize "rehabilitation doesn't cost, it pays," more expansion is expected.

Fifty disabled persons were removed from Idaho aid rolls through vocational rehabilitation in the last two years. It would have cost the taxpayers more to have kept them on relief for one year than the entire program cost the state. Now these 50 people are paying taxes.